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READ CANADA!

(INTERMEDIATE)




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READ CANADA!

(INTERMEDIATE)

by MICHAEL SUTTON and CHRIS JONES

English Program Development Division
Linguistic Services Directorate
Language Training Program Branch
Public Service Commission of Canada

Read Canada! (Intermediate) is part of the English-as-a-second-language program of the Public Service Commission of Canada's Language Training Program Branch.

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**Books give not wisdom where none was before,
But where some is, there reading makes it more.**

- After Sir John Harrington
Motto at the entrance
to the Massey College Library,
University of Toronto



**Reading makes a full man; . . . and if a man reads little,
then he must have much cunning
in order to seem to know what he does not.**

- Sir Francis Bacon,
English philosopher, 1561-1626

INTRODUCTION

What is *Read Canada! (Intermediate)*?

Read Canada! (Intermediate) is a reading skills book for intermediate learners of English as a second language. Using *Read Canada! (Intermediate)*, the learner practises basic reading skills. The texts themselves consist of two types: (1) 'authentic' texts from actual publications, and (2) specially researched texts prepared and written for intermediate learners. The texts and exercises are graded and presented in order of difficulty: early units in *Read Canada! (Intermediate)* are simple in terms of the skills required to complete the exercises; later units are more difficult and more complex. Full answers appear at the back of the book.

Canadian Content

All the texts emphasize Canadian subject matter and cover a broad range of topics of general and specific interest. *Read Canada! (Intermediate)* consists of prose texts, charts, graphs, reading and discussion exercises, and suggested answers. The subject matter includes basic geographical descriptions, short general histories, Canadian inventions, and Canadian industry and agriculture. *Read Canada! (Intermediate)* includes everything from facts about Canadian geography and industry to the story of Terry Fox, and Anne of Green Gables.

The Skills Approach to Reading

Reading involves an interaction between thought and printed language on a page. Good readers form a vague impression about the content of a passage and then scan along the lines of print and down the page looking for information. By selecting appropriate clues, good readers prove or disprove their guesses about the contents of a passage. They then either continue to read with a more concrete idea of the message or return to re-read more carefully. In other words, good readers begin with an idea of what they are looking for and then, using a variety of skills, decide whether a passage contains what they are looking for.

Read Canada! (Intermediate) takes a skills approach to reading. The skills approach to reading encourages students to get away from inefficient word-for-word reading and to employ a reading skill appropriate to the purpose for which they are reading. In reading an index, for instance, it is more efficient to look for a number of specifications rather than read the entire index.

The exercises in *Read Canada! (Intermediate)* focus primarily on (1) skimming skills, (2) scanning skills, and (3) skills for reading for basic comprehension. The more advanced reading skills, (4) reading for thorough comprehension and (5) critical reading or reading for a point of view, will be dealt with more extensively in *Read Canada! (Intermediate Plus)*, to be published at a later date.

SKIMMING

Skimming is quick reading for the subject matter and general ideas in a text, useful when it is necessary to get the job done in as little time as possible. Skimming is a necessary and desirable skill to possess when trying to decide if more careful reading is appropriate or when there is not enough time to read a text slowly and carefully.

SCANNING

Scanning is a more focussed kind of quick reading — scanning is quick reading in order to locate specific information. You are scanning a text when you look for a specific date, name, number, or simple piece of information.

READING FOR BASIC COMPREHENSION

Reading for basic comprehension is the skill required to determine the basic drift of a passage. It does not involve understanding every detail in the passage. Very often one reads for basic comprehension when one wants to determine whether an article is worth reading in depth.

READING FOR THOROUGH COMPREHENSION

Reading for thorough comprehension is a skill well-known to both language teachers and language learners. Frequently it is the only skill taught in a reading class. Reading for thorough comprehension is careful and precise reading in order to understand the full meaning of a text at a level of comprehension that involves being able to summarize or paraphrase an author's ideas.

CRITICAL READING

Critical reading goes a step beyond reading for thorough comprehension. At this level of comprehension readers must make judgments about what they are reading. Traditionally, critical reading involves asking questions like: What is the author's point of view? Do I share the author's point of view? Do I agree with and believe the author's arguments and evidence?

How to Use *Read Canada! (Intermediate)*

Each unit in *Read Canada! (Intermediate)* consists of a text and three sections of questions and activities.

Section 1: Pre-reading

The pre-reading questions are designed to give students an opportunity to form ideas about the passage they are about to read.

This section consists of:

1. general questions concerned with the overall subject-matter of the text, and
2. simple scanning-for-detail questions where the main task is to locate the answers rather than to indulge in reading word for word or in reading for basic or thorough comprehension.

The questions in the pre-reading section are intended to lead students to form a general idea of the subject-matter of the text by scanning and skimming around the text in order to get an impression of the different parts of the text. The questions are traditional, straightforward information questions. The questions occur before, rather than after, the text. Students should have the questions in mind when first looking at a text as an aid to focussing.

Section 2: Reading Comprehension

The vocabulary development and reading comprehension sections are designed to help students scan and skim passages for specific information and to comprehend the passages as a whole.

The questions in the reading comprehension section require scanning, skimming, and close reading techniques. The questions are varied in form and include the following types:

1. straight WH-questions,
2. multiple choice questions,
3. true/false questions,
4. questions for extracting and organizing information,
5. questions for deciding which information is relevant,
6. diagram-labelling questions,
7. vocabulary paraphrase questions, and
8. vocabulary search questions.

The questions in the reading comprehension section can be done as a whole-class oral activity with the teacher or students leading the class. The participants in the discussion are encouraged to justify their answers and explain where they found them. Students can also use this book for individual work, or for group-work or pair-work. (Suggestion: Divide the class so that

only some students read an article and are asked to report on it to the rest of the class. The students who have not read the text become actively involved in asking questions of those who have.)

Section 3: Suggestions for Interactive Activities

The interactive activities sections are designed to encourage students to apply the knowledge and language they have gained to a broader context both topically and linguistically.

This section includes:

1. discussion questions,
2. writing choices,
3. oral activities and role-plays, and
4. language-learning games (problem-solving and debate).

Teachers should encourage students to move through the first two sections of each unit systematically and then to select one or two of the activities in Section 3 according to the students' own interests and inclinations. The authors encourage students to use their teacher as a resource person at all times and to consult the Answer Key at the back of the book when necessary.

GOOD READING!

Michael Sutton, Ottawa
Chris Jones, London

UNIT 1: OUR LAND, OUR PEOPLE

Section I: Pre-reading

Answers on page 53

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

1. What are the two general subjects covered in the text?
 2. Look at the four charts. What does each of them show?
 3.
 - a. What is the area of Canada?
 - b. What is the distance from Vancouver to Newfoundland (in miles)?
 - c. What is the distance from the polar ice-cap to Point Pelee, Ontario (in kilometres)?
 4. According to the charts:
 - a. What is the biggest country in the world?
 - b. What was Canada's population in 1976?
 - c. Which is the biggest jurisdiction (province/territory) in Canada?
 - d. Which is the smallest?
-

Our Land

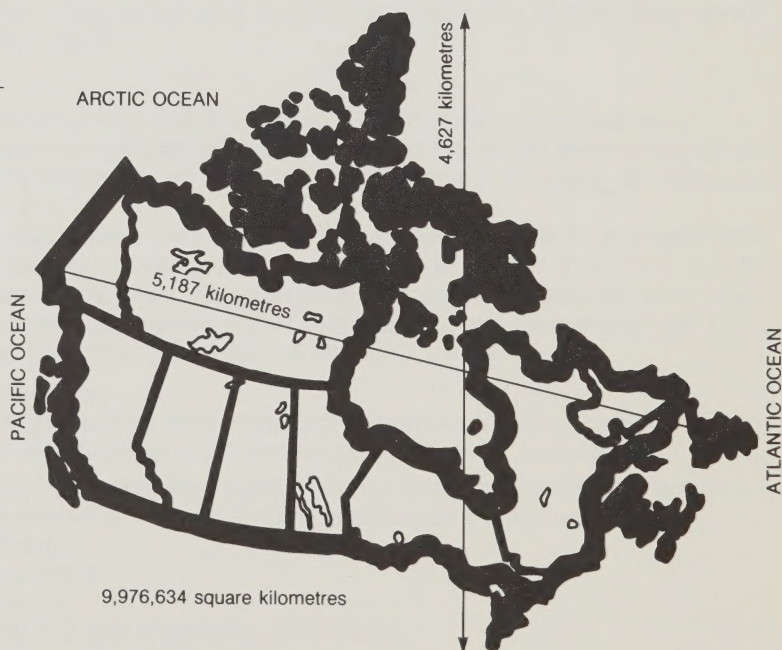
If you have ever travelled across Canada, you don't need to be told that it is a vast country.

From Newfoundland to Vancouver, the country measures 5,187 kilometres (3,223 miles); from the polar ice-cap to Point Pelee, Ontario, it measures 4,627 kilometres (2,875 miles).

With an area of 9,976,634 square kilometres (3,851,978 square miles), Canada is the largest country in the western hemisphere and the second largest in the world.

Only the Soviet Union spans more territory.

Canada is 18 times the size of France and more than 40 times as big as the United Kingdom. The five largest countries



CANADA

in the world are those shown in the chart that follows.

Chart 1

U.S.S.R.	22,403,500
Canada	9,976,634
China	9,596,960
United States ...	9,363,166
Brazil	8,511,965

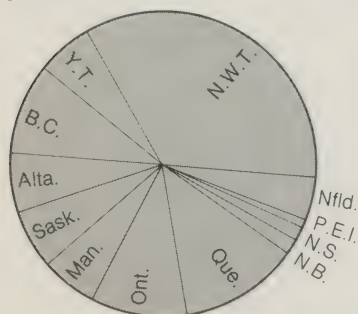
(Based on area in square kilometres)

The sheer size of our country stands out when we consider some other relationships which dramatize our uniqueness:

- Bounded by three oceans, the Pacific, Arctic and Atlantic, Canada has the longest coastline of any country in the world;
- Halifax is closer to South America than it is to Vancouver;
- Alert, on Ellesmere Island, is nearer to Moscow than to Ottawa.

Our 10 provinces and two territories share this vast expanse unequally. They range in size from the 2,000 square kilometres of Prince Edward Island to the 3.3 million square kilometres of the Northwest Territories. The chart below shows the relative size of provinces and territories:

Chart 2



Our People

Although our country is the second largest in terms of area, it is only 27th in population size. Our 24 million people are scattered so thinly across 10 million square kilometres (3.8 million square miles) of land that our over-all population density is only 2.44 per square kilometre (6.32 per square mile). This is one of the lowest densities in the world.

And yet we have been growing steadily. The first census of Canada, taken in 1871, showed that we had a population of 3.6 million. Fifty years later it had more

than doubled, and in the forty years which followed, the process was repeated, as we reached 18 million in 1961.

Chart 3

Canada's population growth

1871	3,689,257
1891	4,833,233
1911	7,206,643
1931	10,376,786
1941	11,506,655
1951	14,009,429
1961	18,238,247
1971	21,568,311
1976	22,992,604
1981	24,343,181

In common with all the developed countries, our birth rate has been declining for the past 20 years, but immigration has helped to keep the growth rate steady.

Despite the limitations imposed by nature, there is still plenty of room to grow.

Census statistics confirm the following points:

- Three out of four Canadians live within 160 kilo-

metres (100 miles) of the U.S. border;

- 95 per cent of our people live on 20 per cent of the land;
- Canadians are an urban people. Seventy-six per cent of us live in cities and towns, and the migration from rural to urban communities is still continuing.

Chart 4

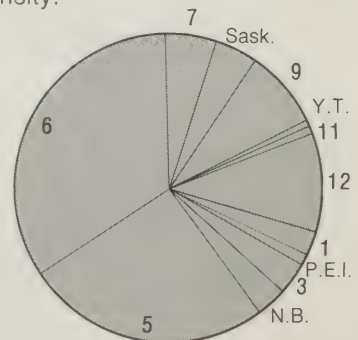
Population distribution: Canada and provinces, 1981

Newfoundland	567,681	2.33%
Prince Edward Island	122,506	0.50
Nova Scotia	847,442	3.48
New Brunswick	696,403	2.86
Quebec	6,438,403	26.44
Ontario	8,625,107	35.43
Manitoba	1,026,241	4.21
Saskatchewan	968,313	3.97
Alberta	2,237,724	9.19
British Columbia	2,744,467	11.27
Yukon Territory	23,153	0.09
Northwest Territories	45,741	0.18
CANADA	24,343,181	100.00%

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-7, B, C1-8, E1-8, F	D1-4, E1-8	B, F

- A. Find the answers to these questions as quickly as you can.
1. What is the fourth largest country in the world?
 2. What is the fourth largest jurisdiction (by population) in Canada?
 3. When was the first national census held in Canada?
 4. What figures are given for the population density of Canada
 - a. per square kilometre?
 - b. per square mile?
 5. What percentage of the population lives within 160 kilometres of the U.S. border?
 6. How much bigger is Canada than
 - a. France?
 - b. the United Kingdom?
 7. How many million people lived in Canada in 1951?
- B. Find the three items which mention *Canada's coastline*, *Halifax and South America*, and *Alert and Moscow*. Why does the writer include these three items?
- C. Vocabulary. Find words or phrases on the right hand page that mean:
1. spread out
 2. the number of people per square kilometre
 3. getting smaller
 4. the speed at which something increases
 5. in spite of
 6. the line between two countries
 7. of the city
 8. of the countryside
- D. According to the text, which of the following are *growing* and which are *declining*?
1. the population of Canada
 2. the birth rate in Canada
 3. the percentage of the population living in towns and cities
 4. the population density in Canada
- E. Indicate on a separate piece of paper which of the statements below are true and which are false.
1. Less than a quarter of Canadians live in rural communities.
 2. Canada more than doubled its population between 1931 and 1971.
 3. Canada has the 23rd largest population in the world.
 4. By world standards Canada has a high population density.
 5. There are two oceans on Canada's coastline.
 6. Ottawa is farther from Alert than Moscow is.
 7. The U.S.S.R. is more than twice as large as Canada.
 8. The largest jurisdiction of Canada has the smallest number of people.
- F. The pie chart on the right divides Canada into provinces and territories according to their population. On a separate piece of paper, complete the labelling of the chart.
-
- | Segment Number | Province/Territory |
|----------------|--------------------|
| 1 | Y.T. |
| 2 | P.E.I. |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | Ontario |
| 7 | Quebec |
| 8 | 8 |
| 9 | 9 |
| 10 | 10 |
| 11 | 11 |
| 12 | 12 |



Section III: Suggestions for Interactive Activities

DISCUSSION

1. How many of the information questions in Section II could you answer *without looking at the text*? Did any of the information in the text surprise you?
2. What does the text say that makes you think that Canada is a special or unusual country? In what other ways do you think that Canada is special or unusual?
3. The text mentions two major differences among the provinces and territories of Canada — size and population. Discuss other differences — customs, climate, employment, geography, etc.

WRITING CHOICES

1. A friend has written from Europe asking you for some general information about Canada. Use the information in the text to reply, but don't get too technical.
2. Write a paragraph comparing your province with the rest of Canada.
3. Write a list of facts about Canada that you think would surprise a visitor from outside Canada.

INTERVIEW

Work in pairs to prepare the roles below.

Role A: You are a journalist, and you are going to interview an expert about Canada. The interview is going to be used as part of a video for new immigrants to Canada. Think of some of the questions you will ask.

Role B: You are an expert on Canada, and you are going to be interviewed about the land and people for a video intended for new immigrants. Think of some interesting and useful information that you can give to the journalist.

Now form new pairs (one A and one B) and conduct the interview.

PLACES QUIZ

Work in groups. Think of three questions about different places in Canada or in other countries. Make sure you know the answers to your questions. Now take turns to ask each other your quiz questions.

Scoring: 1 point for each correct answer.

Example

Q: Where did Terry Fox end his famous run?

A: Thunder Bay, Ontario. (1 point)

Q: What city has the longest outdoor skating rink in the world?

A: Ottawa, Ontario. (1 point)

UNIT 2: CANADIAN INVENTIONS

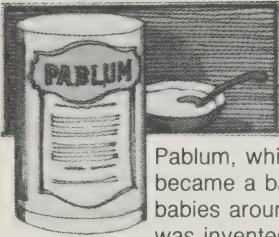
Section I: Pre-reading

Answers on page 53

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

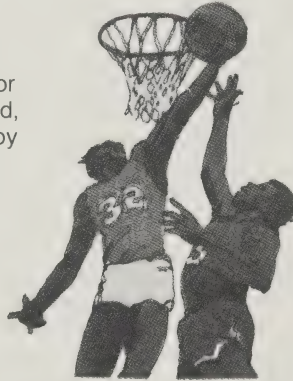
1. What is the general subject matter of (a) p. 8, and (b) p. 9?
2.
 - a. What is Pablum?
 - b. How many people were involved in the invention of Pablum?
 - c. Why did they develop it?
3. Which of the inventions is the least 'scientific'?

Canadian inventions

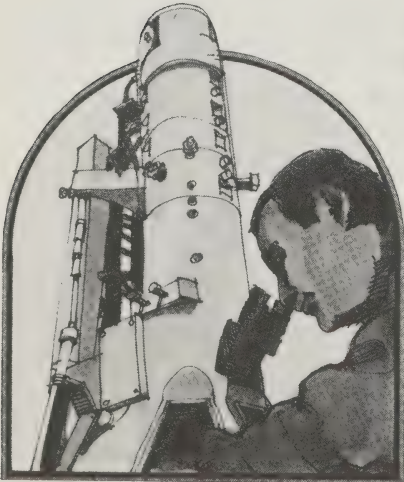


Pablum, which rapidly became a basic food for babies around the world, was invented in 1930 by Doctors Alan Brown, T.G.H. Drake and F.F. Tisdall of Toronto.

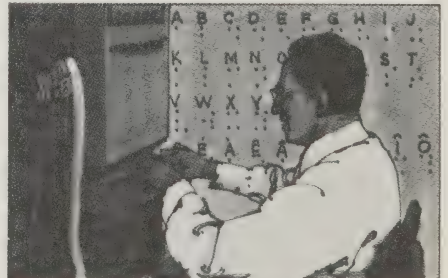
It was from Cape Breton Island, Nova Scotia, that Guglielmo Marconi sent the first transatlantic wireless message in 1901.



Basketball was invented in 1891 by John Naismith of Almonte, Ontario.



The electron microscope was invented in 1930 by Dr. James Hillier of Brampton, Ontario, and Albert Prebus of Edmonton, Alberta.



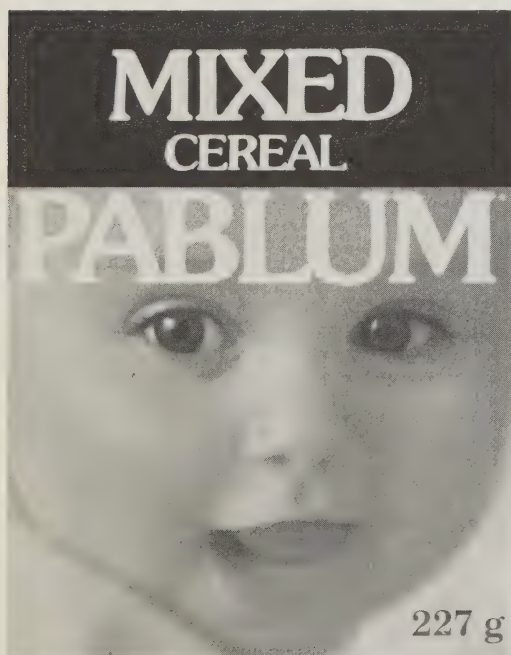
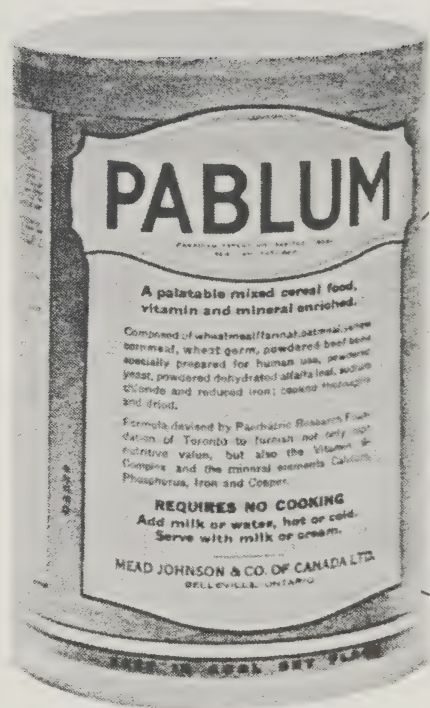
In 1972, Roland Galarneau of Hull, Quebec, who has been almost totally blind since birth, developed a computer that can translate any printed text into braille.

PABLUM

A Food for Babies

Back in 1930, three Canadian doctors invented the world-famous baby food called Pablum. Dr. Alan Brown, Dr. T.G.H. Drake and Dr. F.F. Tisdall all worked at Sick Children's Hospital in Toronto and were interested in reducing the infant death rate by feeding babies better.

In 1930, cereals were already an important part of most babies' early morning meals, but often these cereals did not have enough vitamins and minerals in them to guarantee the healthy growth of babies. So the three doctors first invented a vitamin-packed biscuit for babies and, after a little more research, came up with Pablum.



Pablum did not use refined white flour (which contains very little protein) as its basic ingredient. Instead, Pablum was made up of wheat meal, oatmeal, cornmeal, wheat germ, bone meal, dried brewer's yeast and alfalfa. The result was a food with a high number of proteins and minerals.

A number of people thought that Pablum was a 'perfect food' that could be given to babies at any age to make them strong and healthy. But it is now known that solid foods of any kind are hard for most babies to digest until about the fourth month of their lives. And even after that time, Pablum must be fed with good milk or other foods to make a well-balanced diet. In poor areas of the world, Pablum is sometimes mixed with impure water, which makes the babies sick. So, if the water is impure, Pablum should be mixed with milk, or the babies should receive strained fruit, vegetables or meat as their first solid food.

Section II: Reading Comprehension

Answers on page 53

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-5, B, D, E1-8, G1-7	G1-7, H1-2	C, F, G1-7, I1-2

- A. Make up a table like the one below and fill in each invention, its inventor(s), and when it was invented, starting with the most recent.

	INVENTION	INVENTOR(S)	DATE
1.			
2.			
3.			
4.			
5.			

- B. Where was the first transatlantic message sent from?
- C. Who has benefited from the invention of Roland Galarneau?
- D. Where did Albert Prebus come from? What did he invent together with Dr. James Hillier?
- E. Vocabulary. Find words or phrases on the right hand page that mean:
- | | | |
|-------------------------|---------------------|------------------------------|
| 1. the percentage of | 3. full of vitamins | 6. dirty |
| babies that die | 4. not liquid | 7. ill |
| 2. food made from grain | 5. difficult | 8. passed through a strainer |
- F. Look at the paragraph headings below. Choose four of them as suitable headings for the four paragraphs on p. 9.
- | | |
|------------------------------|------------------------------|
| 1. The Year 1930 | 5. Three Doctors |
| 2. The Ingredients of Pablum | 6. Why Pablum was Necessary |
| 3. The Invention of Pablum | 7. Pablum in the Third World |
| 4. Using Pablum Sensibly | 8. Vitamins |
- G. Indicate on a separate piece of paper which of the statements below are true and which are false.
- The doctors saw that some children were dying because they were not eating the right food.
 - Pablum is a biscuit.
 - Pablum alone does not provide a well-balanced diet.
 - Refined white flour contains a lot of protein.
 - Pablum contains cornmeal, brewer's yeast, and wheat bran.
 - Pablum is eaten in many parts of the world.
 - Pablum should not be given to babies who are less than four months old.
- H.
- What was the problem with cereal-based baby foods in 1930?
 - How has Pablum been misused?
- I. Look at the last paragraph and complete these sentences in your own words.
- You should only use Pablum if . . .
 - Otherwise, you should . . .

Section III: Suggestions for Interactive Activities

DISCUSSION

1. Which of the five inventions do you think is the most important? Why? Put them in order of importance.
2. Which twentieth-century invention do you think
 - a. has done the most good?
 - b. has done the most harm?
 - c. has changed people's lives the most?
3. What inventions would you like to see?
4. Different countries sometimes claim credit for the invention of the same things (e.g., the automobile, the airplane, the zipper). Why do you think this happens?

WRITING CHOICES

1. Choose the invention that you think is the most important. Write a paragraph explaining why you think it is the most important.
2. Find out more about one of the four inventions (other than Pabulum). Write a short article telling the story of the invention.
3. Remembering some of the ways in which Pabulum is sometimes misused in poorer parts of the world, write some simple instructions to go on Pabulum packages intended for export.
4. Write an advertisement for Pabulum.

DEBATE

Choose two of the inventions. Conduct a debate with the motion: "This team believes that Invention 1 is more important than Invention 2." Two main speakers can support each invention in short speeches (2-3 minutes). After the four speeches, the speakers answer questions from the other students. Then a vote is taken.

INVENTIONS GAME

Work in groups. Think of an invention and say what it is for. The others have to guess what it is and who invented it.

Scoring: Invention — 1 point
Inventor — 1 point

Example

Q: You can use it to talk to people a long way away.

A: It's the *telephone* and it (1 point)

was invented by *Alexander
Graham Bell.* (1 point)

Take turns asking questions.

UNIT 3: THE INVENTION OF KEROSENE

Section I: Pre-reading

Answers on page 54

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

1.
 - a. Who invented kerosene?
 - b. What was his occupation?
2.
 - a. Who invented the Wanzer lamp?
 - b. Where was it invented?
3. What does the Lighting Chart explain?
4. What is shown in the other three illustrations?

THE INVENTION OF KEROSENE

In the first part of the nineteenth century there wasn't much to do after dinner except go to bed. The problem was the lack of light. A piece of fat burning in a dish was hard to read or sew by, and whale oil, seal oil, and wax candles were not much better. Some people tried to read or work by the light of something called 'burning fluid', an explosive mixture of alcohol and turpentine. If they used 'burning fluid', they took a chance on burning their hair and eyebrows or, even worse, burning their houses right to the ground.

In 1846, a Canadian physician and geologist named Dr. Abraham Gesner solved the problem of the lack of light to see and work by at night. He invented a light, clear, white coal oil which burned with a bright yellow flame. He called this coal oil 'kerosene'. Widespread use of kerosene did not begin until the drilling of the first oil well in Petrolia or Oil Springs, Ontario, in 1858 and the drilling of a second well in Pennsylvania in 1859. But with the discovery of large quantities of oil, Gesner's invention soon lighted homes all over America.

In 1854, Gesner patented his way of manufacturing kerosene oil from petroleum and became the forefather of today's gigantic multi-billion-dollar petrochemical industry. Today his invention continues to be used as fuel in jet planes.

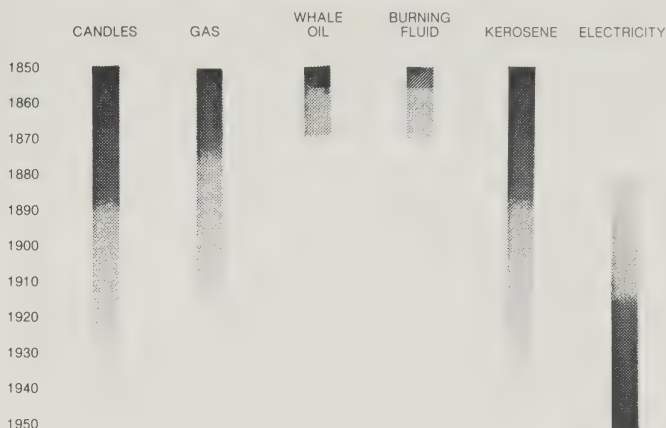
Exploding a torpedo in an oil well at Petrolia, Ont. 1886.





LIGHTING CHART 1850-1950

FUEL AND ENERGY SOURCES OF ILLUMINATION



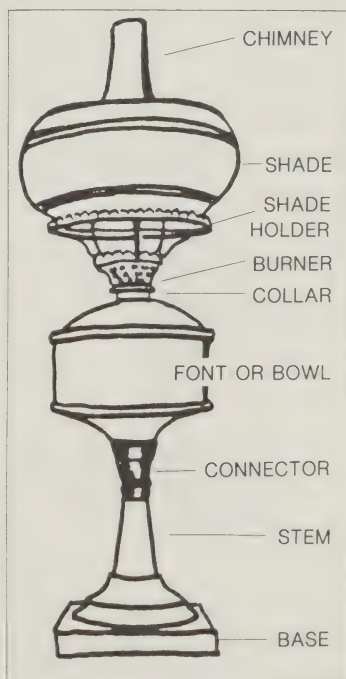
CANDLES From exclusive use in some households to emergency or mood lighting later
 GAS Public places and homes in established communities until replaced by electricity
 WHALE OIL Decreased rapidly in use in the 1860's when replaced by kerosene
 BURNING FLUID Same as whale oil above.
 KEROSENE From the late 1850's, and holding forth in remote communities until the availability of electricity.
 ELECTRICITY From 1880 to general household use in most established communities by 1920

THE WANZER LAMP

The Wanzer lamp was an important contribution to the lamp technology associated with kerosene. It was invented by Richard Wanzer in Hamilton, Ontario.

The Wanzer lamp was a mechanical lamp which did not require a chimney and therefore did not need frequent cleaning. The lamp had a winding mechanism which drove a small fan for up to 30 hours. The fan produced a controlled stream of air around the burning wick of the lamp. The lamp burned very efficiently and used very little fuel. Furthermore, it was more stable than earlier mechanical lamps and harder to knock over. And the Wanzer lamp could be used for more than just lighting; it could also be equipped with a cast-iron rack for heating and cooking food.

The stand or post lamp



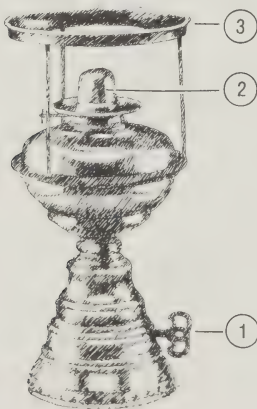
Section II: Reading Comprehension

Answers on page 54

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-9, B2, C1-3	B1-3, C1-3, G, H1	D1-2, E, F, G, H2

- A. Vocabulary. Find words or phrases in the text that mean
1. use a needle and thread (to join pieces of cloth together)
 2. liquid
 3. medical doctor
 4. found the answer to
 5. producing commercially
 6. extremely large
 7. the part of a kerosene lamp or candle that is lighted
 8. unlikely to fall over
 9. shelf with bars to hold things
- B. 1. What general problem does the writer talk about in the first paragraph?
 2. List the sources of light mentioned in the first paragraph.
 3. What was the problem with (a) burning fluid, and (b) the other fuels?
- C. Why are these dates important in the history of kerosene?
 1. 1846
 2. 1854
 3. 1858 and 1859
- D. 1. According to the writer, why should Gesner be considered an important historical figure?
 2. In what way is kerosene still important today?
- E. Look at the six 'bars' in the Lighting Chart. Some parts of the bars are darker than others. Why is this?
- F. Can you explain why (1) kerosene and (2) candles continued to be used after the introduction of electricity?
- G. On a separate piece of paper, name the labelled parts of the Wanzer lamp.



- H. 1. Write down four different advantages that the Wanzer lamp offered.
 2. In your opinion, which of these is (a) the most important, and which is (b) the least important?

Section III: Suggestions for Interactive Activities

DISCUSSION

1. The text mentions some of the ways in which lighting fuels before electricity were inconvenient and dangerous. Can you think of any others?
In what ways can electricity be dangerous or cause problems in modern homes?
2. Electricity has made a lot of things besides lighting easier. Think of some of them (for example, washing clothes). How did people manage to do these things before they had electricity?
3. Imagine what the daily timetable was like for early settlers in Canada before the invention of kerosene. Talk about the winter months.

WRITING CHOICES

1. Gas was widely used for lighting until 1870, when it began to be used less and less. It was not used for lighting after 1920. Write similar short histories of (a) whale oil, (b) kerosene, and (c) electricity.
2. Suppose the Wanzer lamp has just been invented. Design and write an advertisement for it.
3. Using information from the text and the illustrations (and your imagination), give a short description of a kerosene lamp and how it works.
4. It is 1846. Write a short newspaper story, with a headline, about Dr. Gesner and his invention. (If you like, write the article after the interview below.)

INTERVIEW

Work in pairs to prepare the roles below.

Role A: You are a newspaper journalist. It is 1846. You have just heard about a new lighting fuel called kerosene, and you are going to interview Dr. Gesner. You want to know the advantages (and disadvantages) of kerosene compared with other fuels. Ask Dr. Gesner how it is made, how a kerosene lamp works, and what his plans are.

Role B: You are Dr. Gesner. It is 1846 and you are about to be interviewed about your invention. The interviewer will want to know about kerosene, the kerosene lamp, and your plans for the future. Think of some of the things that you will say.

Now form new pairs (one A and one B) and conduct the interview.

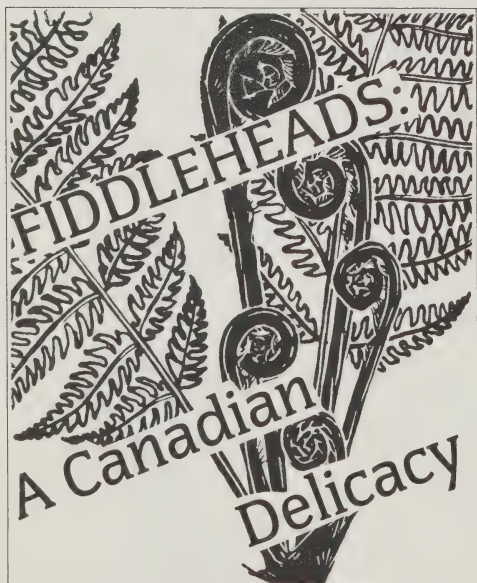
UNIT 4: FIDDLEHEADS

Section I: Pre-reading

Answers on page 54

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

1. Work in pairs. Do you know anything about fiddleheads? If you do, tell your partner what you know.
 2. Which of the following does the text include?
 - a. a description of fiddleheads
 - b. information on where to find fiddleheads
 - c. a description of maple syrup
 - d. a dictionary definition of 'fiddlehead'
 - e. information on the nutritional value of fiddleheads
 - f. recipes for fiddleheads
 - g. a picture of fiddleheads
 3. How many ways of cooking fiddleheads are described in the text?
-



Maple syrup and fiddleheads are two distinctly Canadian foods. In eastern Canada, fiddleheads are a seasonal vegetable available fresh in the early spring. Frozen fiddleheads are available in Canada all year round and some are even shipped to other countries.

HUNTING THE WILD FIDDLEHEAD

Fiddleheads are not cheap to buy. You can enjoy fiddleheads and save money at the same time by picking your own.

Here's how to do it.

The best time is in late April or in May, when fiddleheads are young and tender. Fiddlehead ferns grow in the Atlantic provinces, Quebec, and Ontario, and they like wet, well-wooded areas. So first find a wet and shady area, perhaps near a stream, and then start searching.

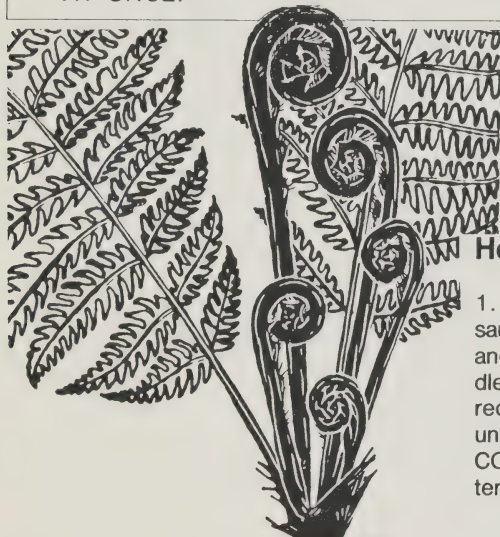
You're looking for the still curled-up young shoot of the fiddlehead fern. The shoot is fairly easy to tell apart from other ferns: it's larger, and it's also a darker green.

A final word: fiddleheads grow in patches, but once you've found your patch, don't cut all the fiddleheads. Leave a few standing so you can return in years to come.

Good hunting!

HOW TO COOK FRESH FIDDLEHEADS

1. Wash in cold water. Be sure to remove the brown velvety fluff in the fiddleheads.
2. Put the fiddleheads into a saucepan and cover with salted water.
3. Cover the pan and bring the water to a boil.
4. Reduce heat and simmer for 20-25 minutes, or until the fiddleheads are tender.
5. Add salt, pepper, butter, and lemon juice to taste. **SERVE AT ONCE.**



fid-dle-head (fid'əl hed') *n.* 1 one of the young, curled fronds of certain ferns (such as the ostrich fern), that are eaten as a delicacy. Fiddleheads are eaten especially in Nova Scotia and New Brunswick. See **fern** for picture. 2 a scroll-shaped ornament on a ship's bow resembling the head of a violin.

How to Cook Frozen Fiddleheads

1. **DO NOT THAW.** Put frozen fiddleheads into saucepan.
2. Add 1 cup boiling water.
3. Cover and bring back to boil.
4. Gently separate fiddleheads in pan.
5. When water boils again, reduce heat and simmer gently for 10 minutes or until fiddleheads are tender. **DO NOT OVER-COOK.**
6. Add salt, pepper, lemon juice, and butter to suit taste. **SERVE AT ONCE.**



BAKED FERNS OR FIDDLEHEADS

Fiddleheads

Salt

Butter

3 tablespoons flour

1 cup stock or vegetable water

½ cup cream

1 egg yolk

2 tablespoons Parmesan cheese

½ cup breadcrumbs

Wash your fern heads (incidentally, they seem to be a very clean, insect-free vegetable). Cook in boiling salted water for ten minutes, until partly cooked. In the meantime, make a sauce by melting two or three tablespoons of butter; into which stir three tablespoons of flour, a pinch of salt, a cup of stock (or the water in which the ferns are cooking) and half a cup of cream. Then stir in the yolks of one or two eggs and finally two tablespoons of grated Parmesan cheese. Stir until all the cheese melts. Do this over a low heat.

Now, into a buttered oven-dish put the fiddleheads carefully in layers. Pour sauce over each layer; sprinkle a little Parmesan on each layer of sauce. Cover the top layer of ferns with sauce and sprinkle that with breadcrumbs. Put in a hot oven or under a grill for about twenty minutes, which should be long enough to brown the crumbs.

Section II: Reading Comprehension

Answers on page 54

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-9, C2, E1-10, F1	B1-5, C2-3, D1-2, F2-3	B4, C1, E1-10, G1-8

- A. Vocabulary. Find words or phrases in the text (excluding the recipes) that mean:
1. something especially good to eat
 2. available only at certain times of the year
 3. easy to eat, not tough
 4. without much sunlight
 5. new, young growth of a plant
 6. a small area where plants grow together
 7. decoration
 8. the front of a ship
 9. looking like
- B.
1. What are fiddleheads?
 2. Where in Canada do they grow?
 3. What else does 'fiddlehead' mean?
 4. Why are the plants called 'fiddleheads'?
 5. In what two forms can you obtain fiddleheads?
- C. Look at the section called 'Hunting the Wild Fiddlehead'.
1. Why is 'hunting' a strange word to use about fiddleheads?
 2. What are (a) the best time, and (b) the best place to look for fiddleheads?
 3. Give two ways in which fiddleheads look different from other ferns.
- D.
1. What advice does the writer give about cutting fiddleheads?
 2. Why does the author give this advice?
- E. Cooking vocabulary. Find these words in the text and explain what they mean. Do not use a dictionary unless you have to.
1. saucepan
 2. boil
 3. simmer
 4. thaw
 5. stir
 6. stock
 7. yolk
 8. melt
 9. sprinkle
 10. oven
- F. Look at the section called 'How to Cook Fiddleheads'.
1. Which take longer to cook — fresh fiddleheads or frozen fiddleheads?
 2. Give two ways in which frozen fiddleheads are easier to cook than fresh fiddleheads.
 3. What do the recipes for fresh and frozen fiddleheads suggest that you add to the cooked fiddleheads?
- G. Look at the 'Baked Fiddleheads' recipe. Then put the instructions below into the right order without looking at the recipe.
1. Make the sauce.
 2. Sprinkle with breadcrumbs.
 3. Wash the fiddleheads.
 4. Put the fiddleheads and sauce in layers.
 5. Serve the fiddleheads.
 6. Put the fiddleheads in a hot oven.
 7. Butter an oven-dish.
 8. Put the fiddleheads in boiling water.

Section III: Suggestions for Interactive Activities

DISCUSSION

1. What other 'wild foods' do you know? Where can you find them?
2. What do you think are the advantages and disadvantages of gathering your own wild food? Are there any dangers involved?
3. What wild foods did you gather and eat as a child where you grew up?

WRITING CHOICES

1. Write a recipe for a dish you know how to cook.
2. Explain why you prefer some frozen or canned foods to the fresh variety.
3. Explain how you would survive if you were lost in the back country.

FRESH, FROZEN, OR CANNED?

Work in three groups. You are going to take part in a television discussion called 'Fresh, Frozen, or Canned?'

Group A: You are interviewers. You are going to interview two people together: one who is in favour of frozen and canned foods, and one who dislikes them. Think of some of the questions you are going to ask.

Group B: You think frozen and canned foods are a blessing and are absolutely essential in modern society. You also think they taste very good. Think of some of the things you will say in the discussion.

Group C: You eat only fresh food and think that frozen and canned foods taste disgusting. You are also worried that people are forgetting the art of cooking and that the growth of the 'fast food' industry is having a bad effect on the nation's health. Think of some of the things you will say in the discussion.

Now form new groups of three (one A, one B, and one C) and conduct the discussion.

UNIT 5: THE OAK ISLAND TREASURE

Section I: Pre-reading

Answers on page 55

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

1. In general, what is the text about?
2. Where is Oak Island?
3. a. When was the Money Pit first discovered?
b. When did a group use a drill on the Money Pit?
4. Look at the four illustrations. Say briefly what is shown in each of them.

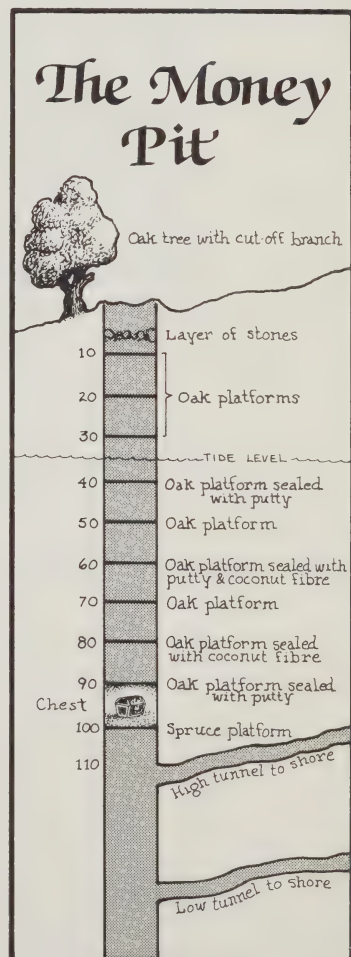
The Oak Island Treasure

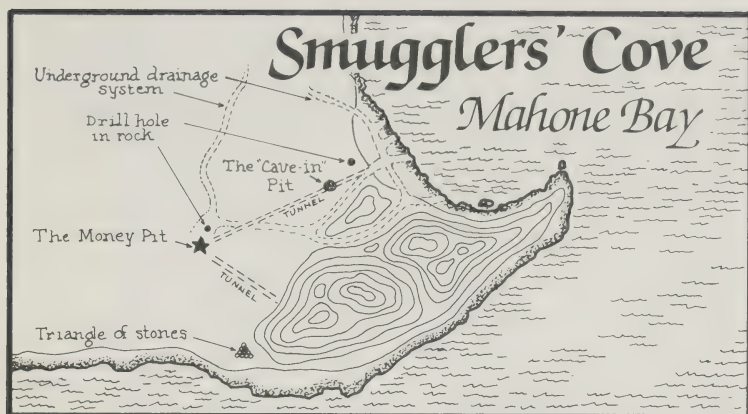
Oak Island is in Mahone Bay on the coast of Nova Scotia. In 1795 three men found signs of buried treasure on the island, and others have been digging ever since.

The first three treasure hunters were young woodsmen who were canoeing out into the bay. On one of the islands in Mahone Bay they saw live oaks growing and paddled over to investigate. Live oaks were almost unknown in the area. On the beach they found a heavy metal ring, the kind used to tie up ships. In an empty space in the woods they discovered a giant oak tree covered with marks and figures. One of the tree's branches had been cut off four feet from the trunk. Under the cut-off branch was a place where the earth had sunk.

The three men started to dig immediately. They didn't realize that they were beginning a job that would take months to finish. Ten feet down they uncovered an oak platform. There was a second platform at twenty feet. When they realized that digging any farther would involve much more time and work, they gave up. But others continued the search for treasure in what became known as the 'Money Pit'.

In 1849 a group decided to use a drill to find out what lay below the thirty-foot mark. When the drill reached 100 feet, seawater filled the hole from an underground chamber which was somehow connected to the ocean. The drill brought up some gold.





a



b

18th century Spanish coins:
a) 8 escudos (gold); b) 8 reales (silver).

Since 1849 many people have tried to recover the treasure, which is deep in the earth and is guarded by tunnels, tides and wooden platforms. Six lives and more than three million dollars have been lost on digging so far.

Who buried the treasure? Some people say that it was the notorious English pirate Captain Kidd. But how could Kidd have afforded the time and manpower to bury the treasure so carefully? It obviously took a tremendous amount of time and labour. Another idea is that the gold belonged to the French fort at Louisbourg, which the British captured in 1758. The Louisbourg theory claims that the French buried the treasure to keep it out of British hands. They would have had the time for such a project, and a similar network of pits and tunnels dating from the early eighteenth century also exists on Haiti, once a French possession. Still others say that the 'Money Pit' is the work of Sir Henry Clinton, a British commander during the American revolution, who may have buried his war chest on Oak Island in order to protect it from the Americans.



19th century woodcut of Captain Kidd. Legend says that Kidd began his life as a pirate by burying his family Bible.

Section II: Reading Comprehension

Answers on page 55

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-10, C1-3, G1-6	B1-2, C3, E, F1-4, G1-6	B2, D1-2, F1-4, G1-6, H

- A. Vocabulary. Find words or phrases in the text that mean:
- hidden under the ground
 - going by canoe
 - main part of a tree
 - dropped beneath the surface level
 - machine used for making holes
 - joined
 - very large
 - holes in the ground
 - underground passages
 - large wooden box
- B.
- What three things were unusual about the tree near the Money Pit?
 - What other reasons did the young men have for thinking there might be a treasure on Oak Island?
- C. Look at the diagram of the Money Pit.
- Name the two kinds of wood mentioned.
 - How many wooden platforms are there altogether?
 - How deep does the illustrator suggest the treasure might be?
- D. In 1849 a good thing and a bad thing happened when the drill reached 100 feet.
- What was the good thing?
 - What was the bad thing?
- E. List the three different ways in which the treasure is protected.
- F.
- Three theories are mentioned about who buried the treasure. Describe the theories in one sentence each.
 - What objection is there to the first theory?
 - What two pieces of supporting evidence are there for the second theory?
 - For which theories are reasons suggested for hiding the treasure? What are the reasons?
- G. Indicate on a separate piece of paper which of the statements below are true and which are false.
- The three young men set off from the mainland in order to find the treasure.
 - The oak tree near the Money Pit was large.
 - The young men knew from the start that it would take a long time to find the treasure.
 - The treasure is more than 90 feet deep.
 - Haiti was once a French possession.
 - Sir Henry Clinton fought for the Americans.
- H. Does the text tell you the whole story about Oak Island? How do you know?

Section III: Suggestions for Interactive Activities

DISCUSSION

1. Discuss and make a list of famous treasure stories that you have heard or read about.
2. Have you ever heard of Jean Lafitte?* Discuss and make a list of other pirates you have heard or read about.
3. What would you do with a treasure if you found one?
4. Legend says that the tombs of the Pharaohs are cursed. Do you think that the Money Pit has a curse on it, too?

WRITING CHOICES

1. Write a brief essay on a treasure story that you know.
2. Write a brief description of the Money Pit based on the information on the map and in the diagram.
3. Write a letter to the Bank of Canada Currency Museum in Ottawa offering to donate some 'pieces of eight' that you dug up while on holiday.

TREASURE HUNT GAME

One student 'buries' an imaginary treasure in a location that would be known to all the students. The others take turns asking YES/NO questions to discover what the 'treasure' is and where it is hidden.

*Jean Lafitte was an early nineteenth-century pirate who operated near New Orleans, Louisiana.

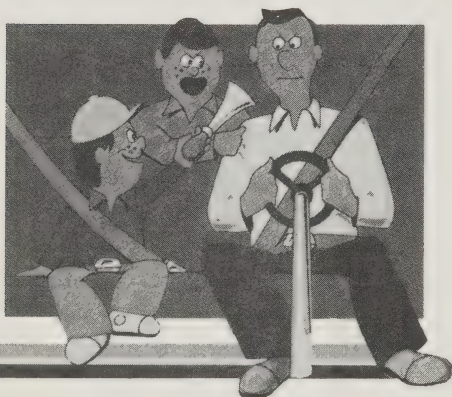
UNIT 6: KIDS AND CARS

Section I: Pre-reading

Answers on page 55

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

1.
 - a. Who is the first paragraph addressed to?
 - b. What does it tell you about the rest of the text?
 2.
 - a. What are the headings of the other five sections?
 - b. Work in pairs or groups. Without looking at the text, predict what you think the writer talks about in each section.
-



Kids and cars; the do's and don'ts

As I'm sure you've experienced, it can be difficult to control your children's behaviour in the car. Especially if they outnumber you. This is when some firm discipline becomes a necessary thing to ensure everyone's safety.

In the car:

- 1** Teach your children to enter and leave the car on the curb side only.
- 2** Caution them to open and close doors carefully.

3 Don't allow yelling, horseplay, or any other sudden movements in the car. It's a good idea to secure a small mirror on the dash to help you watch over children in the back seat.

4 Your children should be seated at all times in the car; never standing or climbing around. The back of a station wagon is unsafe for children. Unless they are belted in they could be seriously injured in a collision.

5 Never allow your children to stick their head or limbs out of the car.

How to survive the longer trips

If you love trips with the whole family, but wish the ride was a little quieter, here are a few tips to make life easier.

- 1** Give your children a few games and small toys to keep them occupied. They can't count cows forever.
- 2** Remember that children do need more bathroom stops than you.

3 If your children need attention, don't attempt to help them while driving. Pull over and look after them once you are safely out of traffic.

4 Keep lots of tissues and non-spill cups handy. Car-sickness bags are also a good idea to have on hand.

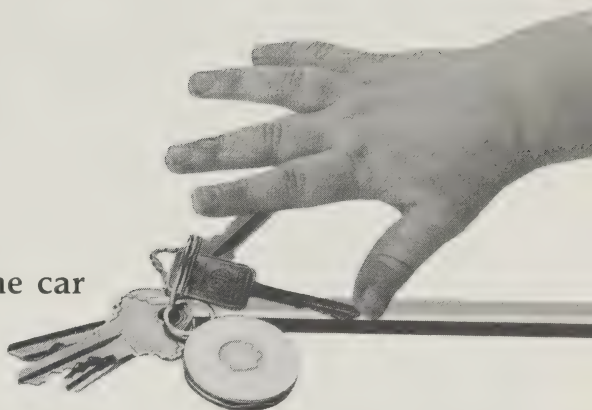
Never leave your child alone in the car

I used to say *avoid* leaving children alone but I've seen too many unfortunate incidents where a child was injured after having been left in the car for just a few minutes. Now I say, *never do it*. And *never* leave your keys in the car.

Cars are not toys

Teach your children never to touch such things as • gear shift • window and door handles • locks • steering wheel • all dashboard controls and the area underneath the dash • the floor of the front seat • cigarette lighters.

Help your children to develop a respect for the driver. Don't allow them to play 'driver' with the steering wheel. This encourages them to think of it as a toy.



Kids and cars in winter

Winters in Canada can be severe, and getting caught in a blizzard is a serious matter. Anyone driving any distance in winter should take the following precautions.

- 1** Children should have their snowsuits inside the car. (Trunks freeze up and so might the kids.)
- 2** Extra blankets and food and drinks should be in the car. (Food and drinks will keep kids occupied in a snowbound car.)
- 3** Be sure to keep the gas tank over half-full. (The heater does not work without the engine running. Gas line freeze-ups occur more frequently on a near-empty gas tank.)
- 4** Be sure that your exhaust system has no leaks. (Carbon monoxide will kill faster than the cold.)
- 5** For safety's sake, ask the kids to scrape the frosted inside windows instead of drawing faces on them.
- 6** When purchasing a car, consider a two-door. It is easy to forget to lock the safety locks on four-doors. Many children have fallen out of cars because of unlocked back doors.

Section II: Reading Comprehension

Answers on page 55

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-12	B1-2, C1-2, D1-3, G1-2	B3, C3, E1-2, F1-3, G1-2

- A. Vocabulary. Find words or phrases in the text that mean:
- the edge of the sidewalk
 - warn
 - shouting
 - traffic accident
 - arms and legs
 - busy
 - in a convenient place
 - hurt
 - instrument panel of a car
 - severe snowstorm
 - a hole which lets something escape
 - clean with a sharp edge
- B. *In the car*
- What reasons does the writer give for (a) belting children in, and (b) putting a small mirror on the dash?
 - What other advice is given in this section?
 - What reasons are there for this advice? (Use your own imagination.)
- C. *How to survive the longer trips*
- According to the text, what problems are likely to occur with children on longer trips?
 - How does the writer suggest parents deal with these problems?
 - Which of the following headings do you think would be most appropriate for all four points?
MESS — SAFETY — NOISE
- D. *Never leave your child alone in the car*
- What does the writer think about leaving children alone in cars?
 - What did the writer think previously?
 - What changed the writer's mind?
- E. *Cars are not toys*
- Complete the sentences below to show what the two paragraphs are about.
- The first paragraph says that children should . . .
 - The second paragraph says that children should . . .
- F. *Illustrations*
- Describe the illustrations.
 - Which piece of advice do you think each illustration refers to?
 - Which illustration do you think is most effective? Why?
- G. *Kids and cars in winter*
- What precautions does the author list which have mainly to do with winter safety?
 - What year-round precautions does the author mention?

Section III: Suggestions for Interactive Activities

DISCUSSION

1. How good were your predictions for each section of the text?
2. Do you think that the text (a) left out anything important, (b) gave too much unnecessary advice, or (c) got things about right? Why?
3. What do you think might happen if a child touches any of the things listed in *Cars are not toys*?
4. Have you ever experienced any problems with children in cars?
5. Can adults cause problems in cars too? Give examples from your own experience.

WRITING CHOICES

1. You often take your children on long car trips. You have learned to avoid some of the problems you have experienced. Some friends of yours with two children are planning to visit you by car but live a long way away. You know that this is their first long trip with the children. Write a letter explaining what you do on long trips and giving some advice.
2. Write an account of a problem that arose (involving yourself or someone you know) because of someone's misbehaviour in a car.
3. Write a letter to a newspaper asking for new laws to be passed in order to make travelling with children safer.

INTERVIEW

Work in pairs to prepare the roles below.

Role A: You are going to interview an expert about the problems caused by travelling with children in cars. Think of some questions to ask.

Role B: You are going to be interviewed about children and cars. Think of some problems you will talk about and some advice to give.

Now form new pairs (one A and one B) and conduct the interview.

UNIT 7: CANADA'S NATURAL RESOURCES

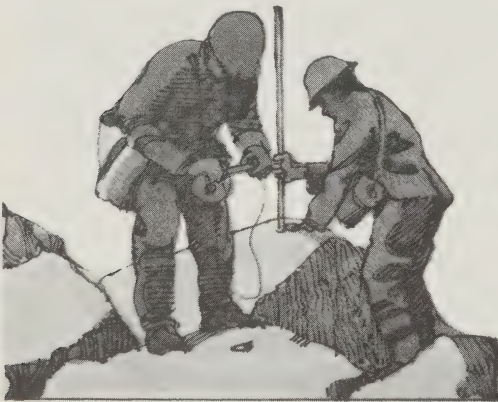
Section I: Pre-reading

Answers on page 56

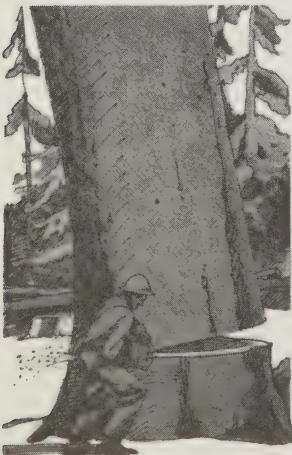
Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

1. What is the general subject of the text?
2. What are the five topics covered on p. 28?
3. What is the main subject of p. 29?
4. Look at the two charts and the diagram. What do they show?

CANADA'S NATURAL RESOURCES



In 1979, Canada ranked first in world production of zinc, second in nickel, potash and asbestos, and third in gold and silver.

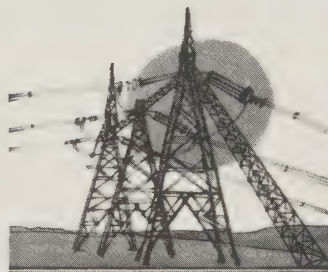


Our forests cover 4.4 million square kilometres from the Atlantic to the Pacific, and are exceeded in area only by those of the Soviet Union and Brazil.

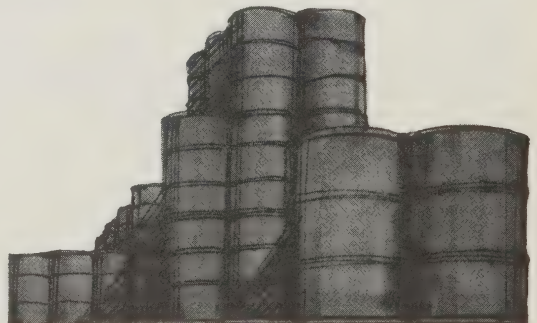
Oil reserves in the Alberta tar sands are estimated at 197 billion barrels.



The Province of Alberta currently produces more than 85 per cent of Canada's natural gas, which is transported by pipeline to over 1,560 localities from Vancouver to Montreal.



Canada is the second most powerful country in the world in terms of hydro-electricity. Among the major projects are installations at James Bay and the Manicouagan River in Quebec, on the Columbia River in British Columbia and at Churchill Falls in Labrador.



Canada's Electric Power

Canada depends on three sources for its electric power: (1) thermal energy (coal, oil, and natural gas), (2) hydro-electric energy, and (3) nuclear energy. However, as Chart 1 shows, most of Canada's electricity comes from hydro-electric energy.

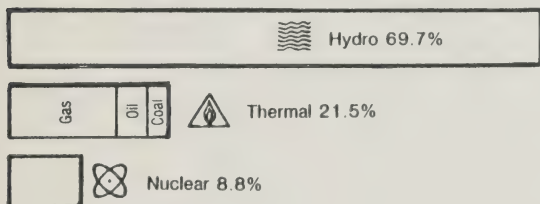


Chart 1. Electricity generation by fuel type, 1977/78 (all of Canada).

Electricity in the Regions

The largest hydro-electric plants in Canada are located at James Bay, Quebec; Churchill Falls, Labrador; and on the Columbia and Peace Rivers in British Columbia. Quebec, Manitoba, and British Columbia depend very heavily on hydro-electricity, while Ontario depends on thermal, hydro-electric, and nuclear energy for its electricity in almost equal proportions. On the other hand, Atlantic Canada, Saskatchewan, and Alberta depend primarily on thermal energy for generating electricity. (See Chart 2.)

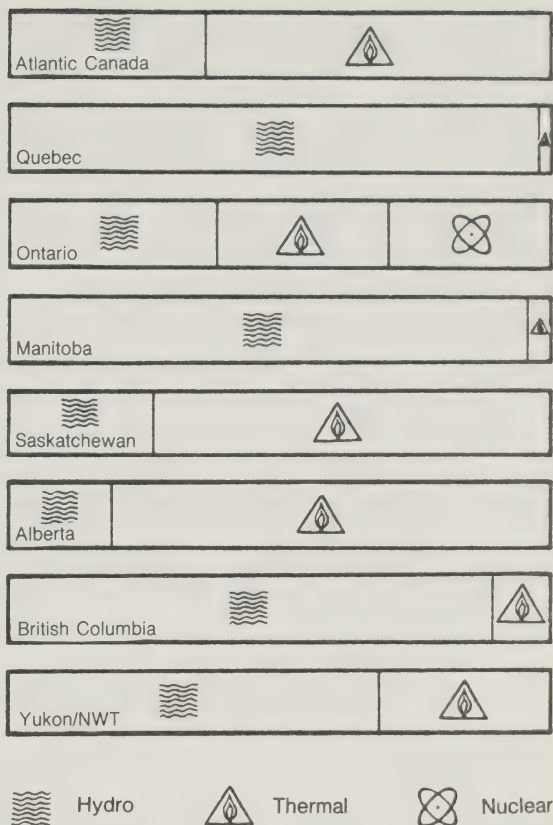
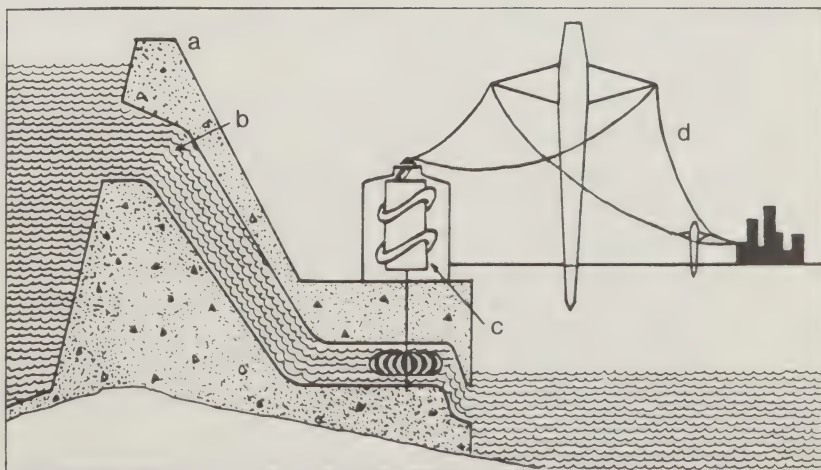


Chart 2. Electricity generation by fuel type, 1978 (by province).

How Hydro-electricity Is Generated

Dams are built to store water high above a turbine. Water rushes down to the turbine and causes it to turn. The turbine then causes a generator rotor to turn, which creates electricity. Power lines carry the electricity to communities and factories.



Section II: Reading Comprehension

Answers on page 56

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-9, B1-6, C, F,1, G1-8	D1-3, E1-2, F1, G1-8	D1-3, F1-2, G1-8

- A. Vocabulary. Find words or phrases in the text that mean:
1. was in first place
 2. at the present time
 3. oil which is still in the ground
 4. metal oil-containers
 5. bringing into existence
 6. material used to produce energy
 7. situated
 8. mainly
 9. moves quickly
- B. Numbers. Write down the following numbers on a separate piece of paper:
1. Canada's forest reserves in square kilometres
 2. the percentage of electricity produced by thermal energy in Canada
 3. the amount of oil in the Alberta tar sands
 4. the percentage of Canada's natural gas produced in Alberta
 5. the number of places using Alberta's natural gas
 6. the latest year for which the text gives information
- C. Canada is given a world ranking five times in the text. On a separate piece of paper, give (1) the name of the natural resource(s), and (2) Canada's position.

	1. NATURAL RESOURCE(S)	2. POSITION
a.	zinc	
b.		second
c.		
d.		
e.		

- D. According to Chart 2, which part of Canada:
1. depends most heavily on hydro-electric power?
 2. depends least heavily on hydro-electric power?
 3. uses nuclear power?
- E.
1. In all, how many Canadian hydro-electric installations are mentioned in the text?
 2. Where is each one?
- F.
1. Name items (a) to (d) in the diagram on page 29 on a separate piece of paper.
 2. Explain how each part contributes to the production of electricity.
- G. According to the text, are the following statements true or false, or is there not enough information to decide? Write your answers on a separate piece of paper.
1. Thermal energy uses mainly coal, oil, and water.
 2. The Maritimes depend mainly on thermal electricity.
 3. The U.S. produces more hydro-electric power than Canada.
 4. Alberta's oil is transported by pipeline.
 5. The Soviet Union has a greater area of forest than Brazil.
 6. Canada currently ranks second in the world in potash production.
 7. The turbine is joined to a generator rotor.
 8. Hydro-electric installations produce more than 50% of Canada's electricity.

Section III: Suggestions for Interactive Activities

DISCUSSION

1. Which do you think are the most important of the Canadian natural resources mentioned? Why?
2. What other important natural resources does Canada have?
3. Which of the three main ways of generating electricity in Canada do you think is the best?
4. Should Canada concentrate on nuclear power or renewable energy (the wind, the sun, the tides)?
5. Do you think Canadians use too much electricity? What could we do to save energy?
6. Do you think electricity used during non-peak hours should be cheaper?

WRITING CHOICES

1. Write a paragraph explaining what you know about hydro-electric power.
2. Write a letter to a newspaper complaining that people waste electricity and suggesting how they could save energy.
3. Write a paragraph explaining which is Canada's most important natural resource, and why.

DESERT ISLAND DEBATE

There are four desert islands, each of which has only one major natural resource:

Island A has plenty of inland water and waterfalls.

Island B has plenty of forests.

Island C has plenty of precious metals.

Island D has natural gas and tar sands.

Four speakers are chosen. They each choose one island and make a short speech on the theme: "My island would be the best island to be shipwrecked on." The rest of the class ask the speakers questions. The speakers summarize their arguments briefly. The class votes. The speaker who gets the most votes is the winner.

UNIT 8: ANNE OF GREEN GABLES

Section I: Pre-reading

Answers on page 56

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

1. Which of the following does the text include?
 - a. an illustration from the novel *Anne of Green Gables*
 - b. an extract from the novel *Anne of Green Gables*
 - c. a description of the story of *Anne of Green Gables*
 - d. a description of Charlottetown
 - e. a photograph from the musical *Anne of Green Gables*
 2. Who wrote *Anne of Green Gables*, and when?
 3.
 - a. How many people are mentioned by name in the text on this page?
 - b. Which of them is not present at the scene?
 4. Where does the story of *Anne of Green Gables* take place?
-

An Excerpt from ANNE OF GREEN GABLES



Marilla came quickly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

"Matthew Cuthbert, who's that?" she demanded. "Where is the boy?"

"There wasn't any boy," said Matthew wretchedly. "There was only her."

He nodded at the child, remembering that he had never even asked her name.

"No boy! But there must have been a boy," insisted Marilla. "We sent word to Mrs. Spencer to bring a boy."

"Well, she didn't. She brought her. I asked the station-master. And I had to bring her home. She couldn't be left there, no matter where the mistake had come in."

"Well, this is a pretty piece of business!" cried Marilla.

During this dialogue the child had remained silent, her eyes moving from one to the other, all the animation fading out of her face. Sud-

denly she seemed to understand the full meaning of what had been said.

"You don't want me!" she cried. "You don't want me because I'm not a boy! I might have expected it. Nobody ever did want me. I might have known it was all too beautiful to last. I might have known nobody really did want me. Oh, what shall I do? I'm going to burst into tears!"

Burst into tears she did. Sitting down on a chair by the table, flinging her arms out upon it, and burying her face in them, she started to cry stormily. Marilla and Matthew looked at each other. Neither of them knew what to say or do. Finally Marilla spoke.

"Well, well, there's no need to cry so about it."

"Yes, there is need!" The child raised her head quickly, revealing a tear-stained face and trembling lips. "You would cry, too, if you were an orphan and had come to a place you thought was going to be home and found that they didn't want you because you weren't a boy. Oh, this is the most tragical thing that ever happened to me!"

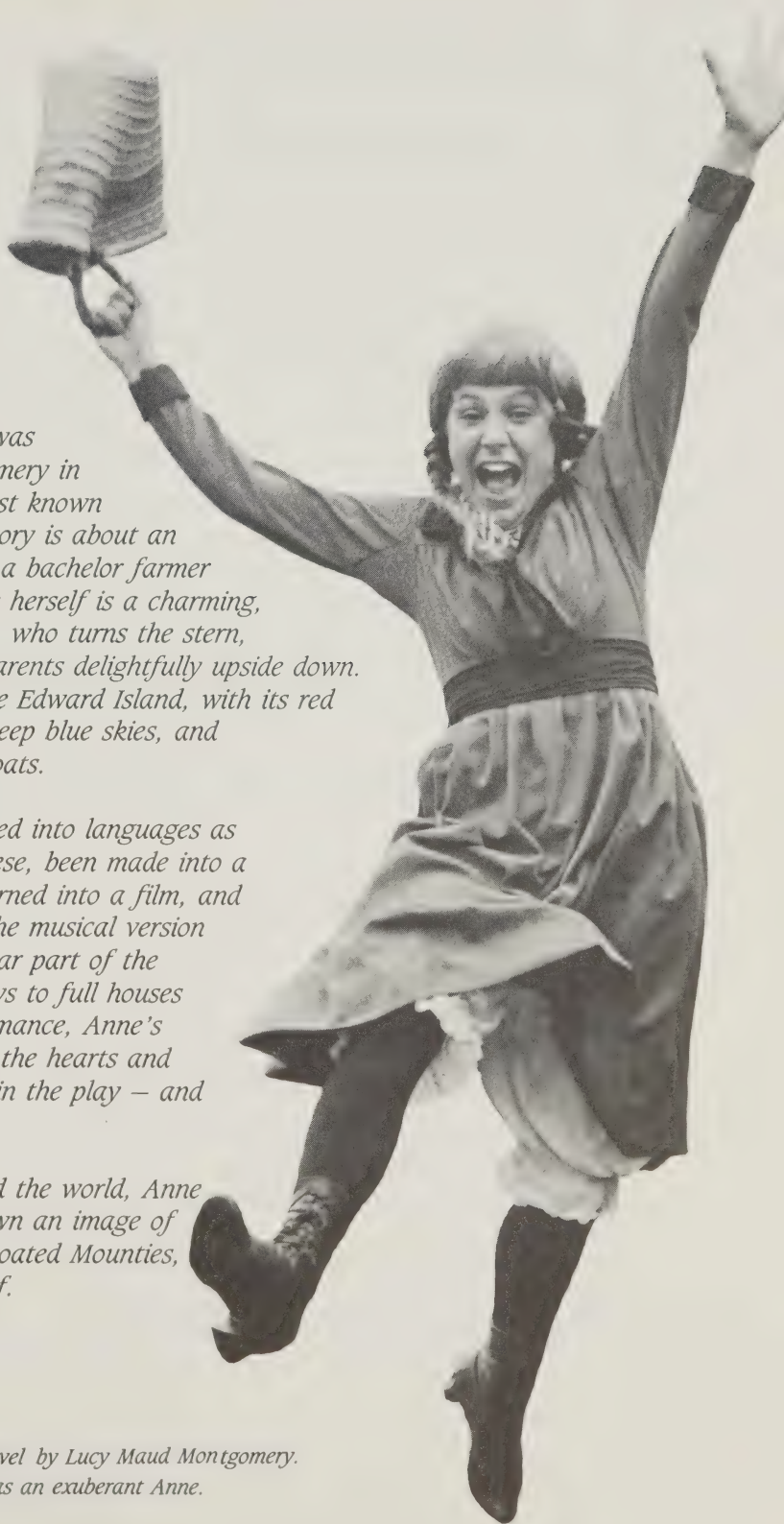
THE STORY AND THE PLAY

Anne of Green Gables, which was written by Lucy Maud Montgomery in 1909, is internationally the best known English Canadian novel. The story is about an orphan girl who is adopted by a bachelor farmer and his unmarried sister. Anne herself is a charming, talkative, and imaginative girl, who turns the stern, puritan lives of her adoptive parents delightfully upside down. The novel is set in idyllic Prince Edward Island, with its red soil, rich green potato fields, deep blue skies, and seas full of colourful fishing boats.

Anne's story has been translated into languages as diverse as Icelandic and Japanese, been made into a world-famous musical, been turned into a film, and been serialized on television. The musical version continues to be the most popular part of the Charlottetown Festival and plays to full houses every summer. At every performance, Anne's delightful character captivates the hearts and minds of everyone around her in the play – and of audiences of all ages.

For thousands of people around the world, Anne of Green Gables is as well-known an image of Canada as Niagara Falls, red-coated Mounties, polar bears, and the maple leaf.

*Anne of Green Gables based on the novel by Lucy Maud Montgomery.
A 1980 production. Susan Cuthbert as an exuberant Anne.*



Section II: Reading Comprehension

Answers on page 56

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
B1-12, D, F	C, E1-2, G1-4, H, I1-2, J2	A1-2, C, E1, H, J1, K1-2

- A. 1. What is a 'gable'? Describe or draw a gable. (Use a dictionary if you need help.)
2. What do you think 'Green Gables' refers to?
- B. Vocabulary. Find words or phrases in the text that mean:
- | | |
|-----------------------------|--|
| 1. strange | 8. child with no parents |
| 2. astonishment, surprise | 9. simple, peaceful, and pleasant |
| 3. miserably, unhappily | 10. changed from one language into another |
| 4. continue for a long time | 11. printed or broadcast in several parts |
| 5. start to cry | 12. charm, excite, attract |
| 6. throwing forcefully | |
| 7. shaking | |
- C. Choose the correct alternatives from the choices in *italics*:
- Matthew is a *stationmaster/an orphan/a farmer*, who lives with his *sister/wife/mother/daughter*. He has just come back from *the farm/the station/Green Gables/the orphanage*. He had expected to find *Mrs. Spencer/the stationmaster/a boy/a girl*, but instead he found *Mrs. Spencer/the stationmaster/a boy/a girl*. He decided to *bring the person home/leave the person there/send the person back*. Marilla is *uninterested/surprised/pleased/relieved* when they arrive.
- D. What are the first words that Marilla says (1) to Matthew, and (2) to Anne?
- E. 1. Who do you think Mrs. Spencer is?
2. What mistake did she make?
- F. Find adjectives in the text that describe Anne's (1) dress, (2) hair, (3) eyes, and (4) character.
- G. 1. What is Anne expecting when she arrives?
2. What does she realize as she listens to Matthew and Marilla talking?
3. How does she react?
4. What effect does she eventually have on Matthew and Marilla?
- H. How does the writer make us think that Prince Edward Island is a nice place?
- I. 1. What four forms of *Anne of Green Gables* are mentioned in the text?
2. When and where can you see *Anne of Green Gables* performed?
- J. 1. The writer says that *Anne of Green Gables* is an 'image' of Canada. What does this mean?
2. What other images of Canada are mentioned?
- K. 1. Look up the word 'tragical' in the dictionary.
2. Why do you think Lucy Maud Montgomery chose to put this word in Anne's mouth?

Section III: Suggestions for Interactive Activities

DISCUSSION

1. Would you rather read the book *Anne of Green Gables*, see the musical, go to the movie version, or see it on TV? Why?
2. What can you tell about the characters of Marilla, Matthew, and Anne from the extract on page 32? Support your ideas with examples from the text.
3. If you were adopting a child, would you prefer a boy or a girl?
4. You're on holiday, staying at a friend's cottage. Your friend only has five books: (a) a detective thriller, (b) a romantic novel, (c) a book of poetry, (d) a film star's autobiography, and (e) a comic novel. Which would you choose to read? Why?

WRITING CHOICES

1. Write a paragraph describing what you know of Marilla's and Matthew's characters.
2. Write a letter requesting reserved seats for a performance of the musical *Anne of Green Gables* at the Charlottetown Festival.
3. Write a paragraph agreeing or disagreeing with the choice of images of Canada given in the text.

THE 'IMAGES' GAME

Work in groups.

Student A: Choose a country (or nationality), and think of several images associated with it. Tell the images, one at a time, to the others.

The others: You have to guess which country or nationality Student A is thinking of. You have only one guess after each image.

Scoring: Answer guessed after
 1 image — 4 points
 2 images — 3 points
 3 images — 2 points
 4 or more — 1 point

Example

A: Polar bears.

B: Is it Iceland?

A: No, it isn't. Here's the second: maple syrup.

C: Canada.

A: Right. Three points. Now it's your turn.

UNIT 9: THE TERRY FOX STORY

Section I: Pre-reading

Answers on page 57

Look at these questions before you read the text. Then skim the text to find the answers as quickly as you can.

Work in pairs.

1. What do you know about Terry Fox and what he did?
2. Do you know
 - a. where Terry Fox was from?
 - b. what happened to him at age 18?
 - c. when he started his run?
 - d. where his run started?
 - e. where his run ended?

If you don't know, find the answers in the text.

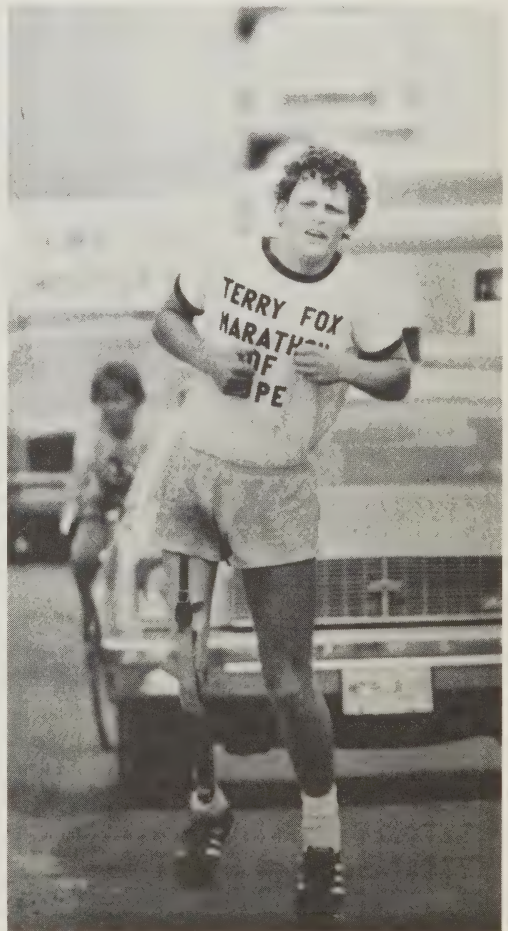
THE TERRY FOX STORY

Commemoration

On June 26, 1982, Governor General Ed Schreyer unveiled a 45-tonne statue of Terry Fox in Thunder Bay, Ontario, roughly at the centre point of Canada. Terry had died from cancer less than a year earlier.

Just before his death, Terry was asked if he believed in miracles. His reply was, "I have to". A little later, time and miracles ran out for Terry Fox. But he will always be remembered for his stubborn courage and tenacity against overwhelming odds.

This is his story.



Terry's Story

Terry Fox was from Port Coquitlam in British Columbia. At the age of 18, after experiencing a pain in his right knee, Terry was sent to doctors, who found that he was suffering from bone cancer. His leg was amputated to stop the cancer from spreading.

The night before the operation, Terry had a dream that he would run right across Canada. "I didn't even know if I'd be able to walk," he said later, "but it's something that never left me, that dream, that fantasy." During the 16 months of painful preventive chemotherapy that followed the amputation, Terry wrote to the Cancer Society about the idea of a fund-raising run.

And in 1979, two years after he lost his leg, he began training for the run which would be called the 'Marathon of Hope'. On April 12, 1980, he flew to St. John's, Newfoundland, and his famous run began. His goal was to run 26 miles (42 km, the distance of an Olympic marathon) a day seven days a week, and to run 5300 miles (8500 km), all across Canada to Vancouver, in six months.

The Marathon Begins

Terry's run took a route from St. John's across Newfoundland and through Nova Scotia, Prince Edward Island, and New Brunswick. He then ran along the St. Lawrence River to Montreal, from Montreal to Ottawa, from Ottawa to Toronto, and finally from Toronto to Thunder Bay. The loneliest part of the run was in the Maritimes, where he ran mainly in rain and fog through thinly populated areas. But as he entered Quebec, momentum and support for the run began to increase. And by the time he reached Ottawa, the Marathon of Hope had caught the national imagination.

As he ran from Hawkesbury to Ottawa, large crowds began to gather. When he reached the Sparks Street Mall in Ottawa, he received a standing ovation. He later met the Prime Minister, the Governor General, and a number of sports celebrities. In Toronto, too, Terry was met by a massive crowd near City Hall; he again met local celebrities and became the focus of national attention.

The End of the Road

On the run from Toronto to Thunder Bay, the strain of the run began to show more and more. He had already developed sores from running on his artificial leg but had refused to consult any doctors — he was afraid they would tell him to take the run more slowly or to quit altogether. Then, as he approached Thunder Bay, he developed a cough, which was at first thought to be a cold. The cold seemed to go away, but on September 1 it returned, and after running only 22 miles (35 km) rather than the usual 26 (42 km) Terry said, "Take me to a hospital".

It was lung cancer, the end of Terry's run, and the beginning of the end for Terry himself. As Terry flew back to B.C. to begin chemotherapy again, people in Toronto were so inspired by his efforts that a national fund-raising telecast was staged. At the end of the telecast, Terry was directly responsible for raising almost \$24 million for cancer research.

At roughly the same time, the Council to the Order of Canada voted Terry a Companion of the Order of Canada, Canada's highest award. Governor General Ed Schreyer presented the medal to Terry in the Port Coquitlam City Hall, and the event was carried live on Canadian and American television. Terry Fox had received national and international recognition for his courage and selflessness.

Not long afterwards he died of cancer. But his Marathon of Hope lives on.

Section II: Reading Comprehension

Answers on page 57

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-9, E1-6, G1	B1-2, C1-3, E1-6, F, J	D, E1-6, G2, H, I, J

- A. Vocabulary. Find words and phrases in the text that mean:
- showed publicly for the first time
 - determined, with a strong will
 - in the face of enormous difficulties
 - aim, objective
 - inhabited by few people
 - captivate the entire population
 - extremely enthusiastic applause
 - stress
 - attitude of caring only for others, opposite of selfishness
- B. 1. What did doctors find wrong with Terry when he was 18?
2. Why was his leg amputated?
- C. 1. How did Terry get the idea of the Marathon of Hope?
2. What was the purpose of the run?
3. What did Terry do to prepare himself for the run?
- D. In what two ways was the later part of Terry's run different from the first part?
- E. Indicate on a separate piece of paper which of the statements below are true and which are false.
- Chemotherapy is painless.
 - Terry met the Prime Minister in Montreal.
 - Terry was unwilling to consult a doctor during his run.
 - The telecast raised more than \$24 million for cancer research.
 - American TV viewers watched Terry being awarded the Order of Canada.
 - The text mentions three events in which the Governor General was involved.
- F. When Terry developed a cough, (1) what did he think it was, and (2) what was it really caused by?
- G. 1. When was Terry asked if he believed in miracles?
2. Why do you think he replied "I have to"?
- H. Give two reasons why Thunder Bay was an appropriate place for Terry's statue.
- I. Explain the meaning of the last sentence in the text.
- J. Make a list of facts about Terry Fox for which, in your opinion, he will be remembered.

Section III: Suggestions for Interactive Activities

DISCUSSION

1. How much of the information about Terry Fox in the passage did you know before you read it?
2. Terry Fox is considered to be a Canadian hero. Do you agree? Who else in Canadian history do you think qualifies for the title 'Canadian Hero' and why?
3. What do you know about marathons and the origin of the word 'marathon'? (Use an encyclopedia or a dictionary if necessary.)

WRITING CHOICES

1. Write a paragraph summarizing the story of Terry Fox in 100 to 125 words.
2. Tell the story of someone else you think qualifies for the title 'Canadian Hero', and explain why you think the person you have chosen qualifies.
3. Write a paragraph explaining what you know about the Olympic Marathon and its origins.
4. Write a newspaper advertisement encouraging people to run in the Terry Fox Marathon.

DEBATE

Choose three or four candidates for the title 'Canadian of the Century', and a speaker for each one. The speakers make a two-minute speech saying why their candidates should get the title. After the speeches, the class asks each speaker questions. The speakers summarize their arguments briefly. The class votes. The candidate with the most votes is the winner.

UNIT 10: CANADA – APPLE COUNTRY

Section I: Pre-reading

Answers on page 57

Read these questions before you look at the text. Then skim the text to find the answers as quickly as you can.

1. What is the general subject of the text?
2. What kind of apple in particular is the text concerned with?
3. How many and which Canadian provinces produce quality apples?
4. When and where did John McIntosh make his discovery?
5. Look at the four diagrams and charts. What does each of them show?

Canada – Apple Country

Five Canadian provinces have regions where climate and soil conditions allow the production of quality apples. These regions include the Annapolis Valley in Nova Scotia, the lower Great Lakes area of Ontario, the St. Lawrence River valley in Ontario and southern Quebec and the irrigated desert area of the Okanagan Valley in British Columbia. Although snow covers all these areas in the winter, apples grow well in the summer. The climate of sunny days and cool nights is ideal for the production and growth of high quality apples.

However, the excellence of Canadian apples is not simply the result of favorable geography and

climate. It is also due to the high degree of expertise which Canadian apple-growers have developed over a period of two hundred years.

The apple is not native to North America – it was first brought here by European settlers. As early as 1633, the French Acadians had planted apple seeds and seedlings in Nova Scotia's Annapolis Valley. Similarly, apple production in Quebec was started by settlers who brought apple seeds from France. The extensive orchards in Ontario and B.C. were also planted by early settlers.

Fig. 1. Apple growing areas in Canada.

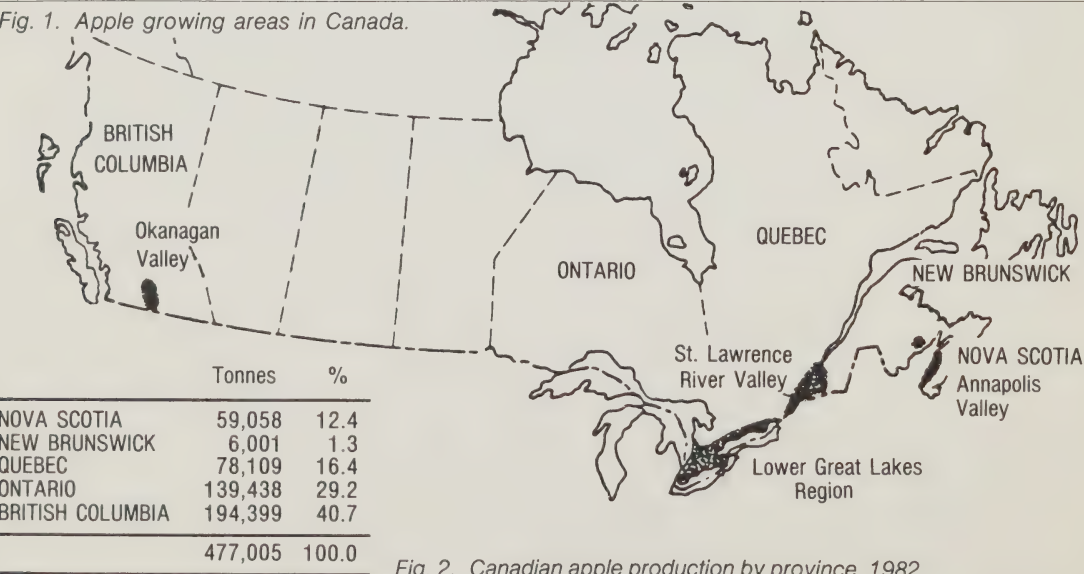


Fig. 2. Canadian apple production by province, 1982.

The McIntosh Apple

The apple industry of Ontario began in the early nineteenth century with the settlement of Upper Canada (now Ontario) and the accidental discovery of a superior new apple. John McIntosh, a Scottish-Canadian settler, made this discovery in 1811 on a farm in Dundas County. While he was clearing some farmland, he found a new kind of apple tree growing wild. This tree produced apples which were unusually juicy, crisp and sweet.

The discovery of the tree was valuable because apples were at that time a very important part of a settler's diet throughout the year. The early settlers ate the apples fresh, dried, in preserves and for desserts. They also pressed the apples into juice and cider.

The fame of McIntosh apples spread, and people came from far and wide wanting to get similar trees for themselves. In this way the fruit of the original wild McIntosh was spread all over northern North America.

As well as the McIntosh, many other kinds of apples are grown in Canada today. The Red and Golden Delicious apples in B.C., the Cortland in New

Brunswick, the Gravenstein in Nova Scotia and the Northern Spy in Ontario are some of the other important varieties. But overall, the McIntosh still accounts for almost 34% of commercial apple production in Canada.

Fig. 4. Canadian apple production by type of apple, 1981.

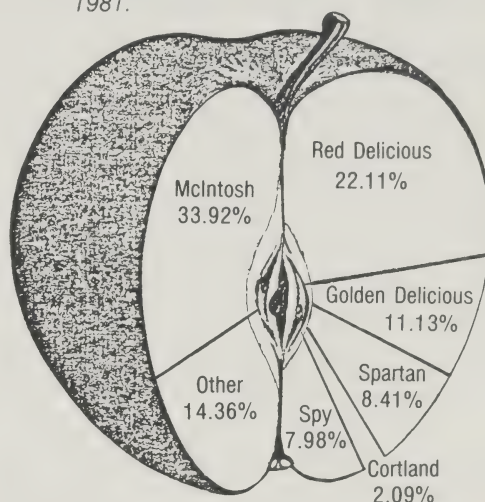


Fig. 3. Popular export varieties of Canadian apples.

Type / Characteristics	Colour	Size	Taste	Use
McINTOSH	Red skin; white flesh lined with red	Medium-sized	Sweet	General, all-purpose (eating fresh, raw in salads, cooking); can be stored
RED DELICIOUS	Red skin; creamy coloured, crisp flesh	Medium- to large-sized	Very sweet	For eating fresh, and raw in salads; can be stored
GOLDEN DELICIOUS	Bright gold skin; white, juicy, firm flesh	Medium- to large-sized	Sweet	One of the finest eating apples; also suitable for salads; can be stored
NORTHERN SPY	Red, striped skin; light yellow, firm flesh	Large-sized	Pleasantly sour and juicy	Excellent for both eating and cooking; can be stored
CORTLAND	Red, striped skin; snowy white, firm flesh	Similar to McIntosh but larger and flatter	Sweet	General, all-purpose; can be stored
NEWTON	Green skin with yellow colouring; white, firm, crisp flesh	Medium-sized	Slightly sour	For eating fresh and cooking; can be stored
GRAVENSTEIN	Red, striped skin on yellow background	Medium-sized	Slightly sour	General, all-purpose; especially good for apple sauce; cannot be stored
SPARTAN New variety; a cross between McIntosh and Newton	Red skin; white, crisp flesh	Medium-sized	Sweet	Excellent general, all-purpose apple

Section II: Reading Comprehension

Answers on page 57

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-9, C1-2, D1-2, F2-6, G1-6	B1-2, C1-2, D3, E, G1-6	B2, E, F1, G1-6

- A. Vocabulary. Find words or phrases in the text that mean:
1. earth
 2. area with very little rain
 3. only, just
 4. skill and knowledge
 5. young plants
 6. not cultivated by farmers
 7. alcoholic drink made from apples
 8. everywhere
 9. more widely distributed
- B.
1. What kind of climate is ideal for growing high quality apples?
 2. What other two conditions besides climate are necessary to grow quality apples?
- C.
1. Who first planted apples in Canada?
 2. When and where were apples first planted in Canada?
- D.
1. Find three adjectives that describe the taste and texture of McIntosh apples.
 2. Name five ways the early Canadian settlers used apples.
 3. Where do McIntosh apples grow now?
- E. What kinds of apples are grown in (1) New Brunswick, (2) the Okanagan Valley, and (3) the Annapolis Valley?
- F. Look at Figure 4.
1. Which kinds of apple are not said to be suitable for cooking?
 2. Which kind of apple is sweet and has a striped skin?
 3. Which kinds of apple have no red colour?
 4. Which kinds of apples are sour?
 5. Which kind of apple is especially good for apple sauce?
 6. Which kind of apple has creamy coloured, crisp flesh?
- G. Indicate on a separate piece of paper which of the following statements are true and which are false.
1. In 1982, Ontario and Quebec produced more than half of Canada's apples.
 2. The apple originated in North America.
 3. In 1982, Ontario produced more than 130,000 tonnes of apples.
 4. In 1981, Red and Golden Delicious apples accounted for 32.24% of Canada's apple production.
 5. Cortland apples are suitable for salads.
 6. The McIntosh is still the most common apple in Canada.

Section III: Suggestions for Interactive Activities

DISCUSSION

1. "An apple a day keeps the doctor away." What truth is there in this old saying? What other foods are supposed to keep you healthy?
2. What different ways can you think of in which apples are used in cooking? What is your favourite way of eating apples?
3. In what ways is life easier for farmers now than it was for early settlers? What problems face the modern Canadian farmer?
4. Should the House of Commons cafeteria be allowed to serve apples from foreign countries?*

WRITING CHOICES

1. Write a paragraph about the McIntosh apple describing its history and its place in the apple industry in Canada today.
2. Write a short article advising people to eat more fresh fruit and explaining why they should do so.
3. Write a magazine advertisement aimed at increasing the sales of apples in Canada.

INTERVIEW

Work in pairs to prepare the roles below.

- Role A: You are a journalist visiting a convention of Canadian apple growers. You are going to interview an expert about the history of apple growing in Canada and present-day apple production as part of a radio program. Think of some of the questions you will ask, remembering that you want your interview to be of interest to the general listener.
- Role B: You are representative for Canadian apple growers and are going to be interviewed for a general-interest radio program about the history of apple growing in Canada and present-day apple production. Think of some of the things that would be of interest to a general audience.

Now form new pairs (one A and one B) and conduct the interview.

DEBATE*

1. Student A talks in favour of allowing inmates in Canadian prisons to have Florida orange juice for breakfast.
Student B talks in favour of giving inmates Canadian apple juice instead.
2. Student A talks in favour of saving prime agricultural land such as apple orchards from housing development.
Student B talks in favour of using agricultural land for housing development.

*Discussion question number four and the two debate topics are ongoing items of debate in Canadian legislatures.

UNIT 11: KIDNAPPED BY A SASQUATCH

Section I: Pre-reading

Answers on page 58

Read these questions before you look at the text. Then skim the text to find the answers as quickly as you can.

1. Who was Albert Ostman?
2. What year did the story take place?
3. What is a Sasquatch?
4. What does the word 'Sasquatch' mean?

Kidnapped by a SASQUATCH

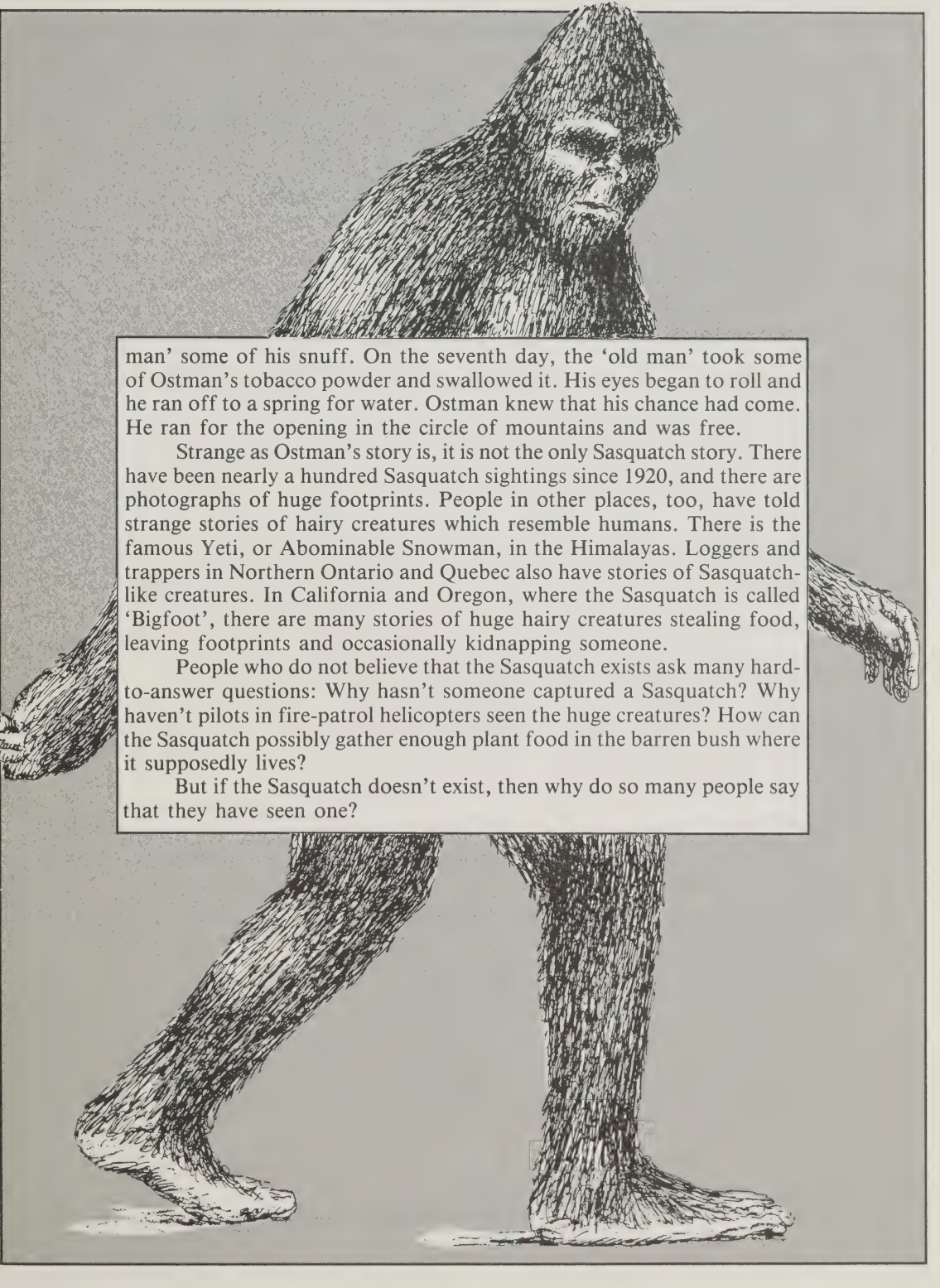
Albert Ostman kept quiet for many years before he finally told his story. He was afraid that people would think that he was crazy. And he was right – they did.

In 1924 Ostman, a Scandinavian lumberjack, was searching for gold near the head of Toba Inlet on the Powell River in British Columbia. The area was wild and no one lived there. An old Indian guide had told Ostman about the giant Sasquatch, an Indian name which means 'wild man of the woods'.

On his third night in the bush, Ostman was just falling asleep when he felt something grab him. He was picked up in his sleeping bag, thrown over something and carried along. For perhaps 30 miles (50km) Ostman was carried and bounced in his sleeping bag. Then he fell to the ground. He could hear voices, but he could not make out any words. When he looked up through the darkness, he saw four giant hairy creatures standing like humans on two legs.

It was a Sasquatch family – mother, father, son and daughter. The 'old man', as Ostman called the father, was 7'8" (234 cm) tall, and he was the one who had carried Ostman through the bush.

At dawn, Ostman saw that he was in a natural bowl high in the mountains with only one way to enter and leave. For seven days the lumberjack was a prisoner of the Sasquatch family. The son offered Ostman grass and sweet roots to eat. In return, Ostman offered the son and the 'old



man' some of his snuff. On the seventh day, the 'old man' took some of Ostman's tobacco powder and swallowed it. His eyes began to roll and he ran off to a spring for water. Ostman knew that his chance had come. He ran for the opening in the circle of mountains and was free.

Strange as Ostman's story is, it is not the only Sasquatch story. There have been nearly a hundred Sasquatch sightings since 1920, and there are photographs of huge footprints. People in other places, too, have told strange stories of hairy creatures which resemble humans. There is the famous Yeti, or Abominable Snowman, in the Himalayas. Loggers and trappers in Northern Ontario and Quebec also have stories of Sasquatch-like creatures. In California and Oregon, where the Sasquatch is called 'Bigfoot', there are many stories of huge hairy creatures stealing food, leaving footprints and occasionally kidnapping someone.

People who do not believe that the Sasquatch exists ask many hard-to-answer questions: Why hasn't someone captured a Sasquatch? Why haven't pilots in fire-patrol helicopters seen the huge creatures? How can the Sasquatch possibly gather enough plant food in the barren bush where it supposedly lives?

But if the Sasquatch doesn't exist, then why do so many people say that they have seen one?

Section II: Reading Comprehension

Answers on page 58

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
A1-8, B1-4, E1-7, F, G	C1-2, D1-2, E1-7, F, G, H	B1-4, C1-2, E1-7

- A. Vocabulary. Find words or phrases in the text that mean:
1. mad
 2. very large
 3. wild countryside
 4. moved roughly up and down
 5. tobacco powder
 6. sometimes
 7. collect
 8. infertile
- B. Explain the meaning of the following:
1. they did (para.1)
 2. natural bowl (para. 5)
 3. his eyes began to roll (para. 5)
 4. his chance had come (para. 5)
- C. 1. Did Ostman arrive at the Sasquatch home before sunrise, at sunrise, or after sunrise?
2. How do you know?
- D. According to Ostman's story, in what ways is a Sasquatch (1) similar to a human being, and (2) different from a human being?
- E. According to the text, are the following statements true or false, or is there not enough information to decide? Write your answers on a separate piece of paper.
1. Ostman told his story in 1924.
 2. The Indian had seen a Sasquatch.
 3. Ostman was asleep when he was kidnapped.
 4. Ostman was fed while he was a prisoner.
 5. The 'old man' had not used snuff before.
 6. The 'old man' liked snuff.
 7. A lot of other people claim to have seen Sasquatches.
- F. What other names are there for the Sasquatch, and where are they used?
- G. The text mentions people with four different occupations who have talked about the Sasquatch. List the four occupations.
- H. What arguments are given in the text that suggest that (1) the Sasquatch exists, and (2) the Sasquatch does not exist?

Section III: Suggestions for Interactive Activities

DISCUSSION

1. How convincing do you find Albert Ostman's story?
2. How would you try to find out for certain if the Sasquatch exists?
3. What other 'strange' things do people say they have seen in Canada and elsewhere?
4. Have you ever had a 'strange' experience?

WRITING CHOICES

1. Write a paragraph arguing either that the Sasquatch exists or that the Sasquatch does not exist.
2. Imagine that you are the 'old man'. Tell Ostman's story from your point of view — the story of the strange hairless creature you found and carried back to your home in the mountains.
3. Write an account of some of the 'strange' phenomena that people have reported seeing in Canada.

INTERVIEW

Work in groups to prepare the roles below.*

Role A: You are a psychologist and think that all 'strange' phenomena — mysterious monsters, ghosts, UFO's, telepathy, etc. — are non-existent, and that the people who believe in them are either lying or mistaken, or suffering from delusions. Prepare to defend your beliefs in a TV interview.

Role B: You have been doing research in extrasensory perception (ESP) and believe that there is good evidence that some 'strange' phenomena do, in fact, occur. Decide which ones, and prepare to defend your beliefs in a TV interview.

Role C: You are a TV interviewer, and you are going to interview two experts about 'strange' phenomena such as the Sasquatch, ghosts, UFO's, telepathy, etc. Prepare the questions you will ask your two guests, one of whom believes in such phenomena, the other of whom does not.

Now form new groups (one A, one B, and one C) and conduct your interviews.

* See Parapsychology Series published by the Public Service Commission of Canada and available by special order through Supply and Services Canada. The titles in this series are: 1. The Backster Effect on Plants; 2. Biofeedback; 3. Telepathy and Psychokinesis; 4. The Pyramid and Dowsing; 5. Kirlian Photography, Auras and Acupuncture; 6. Psychic Healing.

UNIT 12: BACK-COUNTRY USER'S GUIDE

Section I: Pre-reading

Answers on page 58

Read these questions before you look at the text. Then skim the text to find the answers as quickly as you can.

1. Look at the introductory section.
 - a. Who is the text intended for?
 - b. What does it tell you about the rest of the text?
2. Look at the *In the Summer* section. What three general topics does the writer talk about?
3. Work in pairs (or groups) without looking at the text. Predict:
 - a. what general regulations you will find in *Some Park Regulations*.
 - b. what information and advice you will find in *In the Winter*.

Back-Country User's Guide



National parks can be used by visitors all year round. In the summer you can hike and camp, canoe, fish, ride horses and climb mountains. During the winter months, cross-country skiing and snowshoeing are both wonderful ways of exploiting the parks.

To enjoy your wilderness experience and, at the same time, to avoid unnecessary danger, you must be aware of safe practices during the different seasons.

SOME PARK REGULATIONS

1. DO NOT disturb or collect rocks, fossils, wildflowers, nests or any other natural or historical object. If you leave them in their natural setting, others will be able to discover and enjoy them.
2. PACK OUT litter. You can get free litter bags when you get your park use permit.
3. AVOID taking pets into the back country; they can cause confrontations with wildlife. Pets must be leashed at all times in national parks.
4. DO NOT feed wildlife. Feeding wild animals can be hazardous to their health and to your safety. It is unlawful to feed, entice or touch wildlife in a national park.
5. OBTAIN a fishing permit if you plan to fish in any national park waters. You can get a permit for a fee at information centres and park wardens' offices.
6. GUNS must be sealed while in a national park. There are gun sealing stations at park entrances.
7. DO NOT make shelters or sleeping pads with live branches or trees. Back-country travellers should carry tents and sleeping bags.

In the Summer

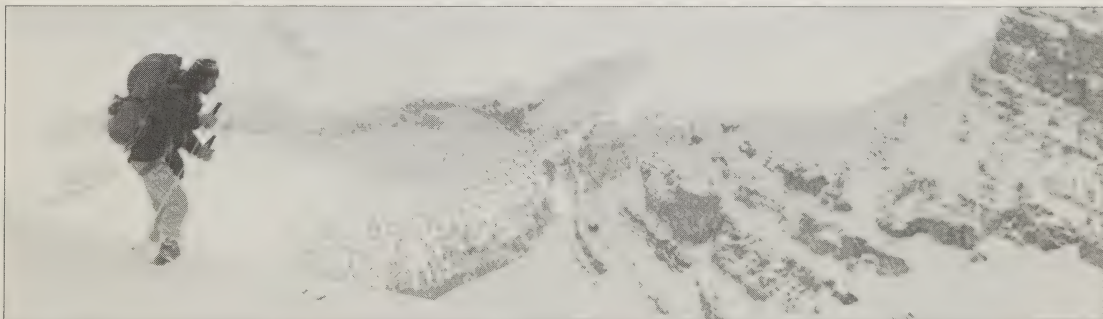
When you are travelling in remote back country, be prepared for sudden storms and periods of wet, cold weather. Wear sturdy hiking boots with heavy wool socks, and always carry raingear and extra warm clothing. Remember, the weather can change at any time.

Remember that mountain climbing and glacier travel require very special equipment and knowledge. If you plan to participate in these activities, discuss your plans with the staff at the park wardens' headquarters. Beginners can get instruction at one of the local climbing clubs, and qualified mountain guides can be hired.

All wild animals can be dangerous, so keep away from wildlife, particularly bears, and make sure you know the park regulations before you start out. You can find specific information about bears in the "You Are in Bear Country" folder, available at information centres.



2



3

In the Winter

Winter is a completely different experience from summer in the park. Weather conditions can change quickly, and there can be avalanches. To travel safely in such dangerous conditions you must have unique abilities, good judgment and special equipment and clothing.

The following points are important:

- Be sure to take a map.
- Plan your trip carefully: do not try anything too difficult and get back before nightfall.
- Wear coloured goggles or glasses in case of whiteouts that can blind you temporarily.
- Wear several layers of clothing, and always take some food with you in case of an emergency.
- Stay on the established trails, and do not ski alone.
- Check the weather forecast before you set out. Sudden blizzards, high winds and the wind-chill factor can kill.

1. Lake O'Hara, Mt. Huber in Yoho National Park, B.C.

2. Hikers in Tonquin Valley forest, Jasper, Alta.

3. Mountaineer ascending Mt. Robson, B.C.

Section II: Reading Comprehension

Answers on page 58

SKILLS TABLE

Scanning	Skimming	Reading for Basic Comprehension
B1-10, E1-4, H1-6	A, H1-6	C, D, E1-4, F1-7, G, H1-6

- A. According to the text, what activities take place in parks (1) in summer, and (2) in winter?
- B. Vocabulary. Find words or phrases that mean:
- to change the usual condition of
 - places where birds lay eggs
 - garbage
 - tied by the neck
 - illegal
 - money paid for a service
 - closed off, blocked
 - places which are safe from the weather
 - waterproof clothing
 - a group of workers
- C. Say which of the park regulations are concerned (1) with safety, and (2) with protecting the environment in the park.
- D. The park regulations are concerned with preventing damage and injury. What do you think are the dangers if a hiker ignores the advice that is given in each rule?
- E. Explain the following items of winter vocabulary from the *In the Winter* section:
- avalanche
 - whiteout
 - blizzard
 - wind-chill factor
- F. Copy and complete this table on a separate piece of paper, indicating whether the advice is sound or not.

	ADVICE	SUMMER WINTER	
		No	Yes
1.	Wear coloured goggles		
2.	Travel in a group		
3.	Take warm clothing		
4.	Pack out litter		
5.	Catch a wild animal		
6.	Listen to the weather forecast		
7.	Get back to your campsite before dark		

- G. Some of the *In the Winter* advice is only for the winter, but some of it would be good advice for the summer, too. Which advice do you think is good all year round?
- H. Indicate on a separate piece of paper which of the statements below are true and which are false.
- You should never go mountain climbing without letting the park authorities know.
 - Beginners must not go mountain climbing at all.
 - Fishing permits are free.
 - You need more skills to travel in winter than in summer.
 - Pets are not allowed inside national parks.
 - Park visitors are not allowed to hunt.

Section III: Suggestions for Interactive Activities

DISCUSSION

1. How good were your predictions for each section of the text?
2. Have you (or has someone that you know) ever had any problems in the back country? What happened?
3. Do you enjoy taking part in activities that involve some danger? Why do you think such activities attract people?
4. What time of year would you prefer to visit a national park in Canada? What would you do there?

WRITING CHOICES

1. Write an advertisement designed to attract people to visit a national park.
2. Write a postcard or letter from a national park saying what it's like and how you're spending your time.
3. Some relatives of yours are planning to go either mountain climbing or cross-country skiing. You feel that they are not sufficiently fit or experienced. In a letter, tell them of the dangers involved and try to persuade them not to go.
4. Your pet poodle was mauled by a bear. Write a letter of complaint to the park warden.

INTERVIEW

Work in pairs to prepare the roles below.

Role A: You are going to interview a park warden about the dangers that face visitors in the back country in both summer and winter and about the best ways to minimize these dangers. Prepare the questions that you will ask.

Role B: You are a park warden. You are going to be interviewed for the radio about the dangers facing visitors in the back country in both summer and winter and about the best ways of avoiding dangerous situations. Think of some of the things you will want to talk about.

Now form new pairs (one A and one B) and conduct the interview.

LEISURE ACTIVITIES GAME

Work in groups. One student gives a description of a piece of equipment needed for an outdoor activity or a game. The others have to guess what the activity or game is.

Scoring: Object — 1 point

Game — 1 point

Example

A: This object used to be made of pigskin.
It is oblong in shape and filled with air.
It can be carried, thrown, or kicked.

B: A *football*. (1 point)
It's used in the game of *football*. (1 point)

ANSWER KEY

UNIT ONE:

Our Land, Our People

Section I: Pre-reading

- a. Canada's land
b. Canada's people
- Chart 1: The five largest countries in the world
Chart 2: The relative size of the provinces and territories
Chart 3: Canada's population growth
Chart 4: Canada's population distribution
- a. Area: 9,976,634 square kilometres
b. Distance: 3,223 miles
- c. Distance: 4,627 kilometres
- a. The U.S.S.R. c. N.W.T.
b. 22,992,604 d. P.E.I.

Section II: Reading Comprehension

- A. 1. The United States
2. Alberta
3. 1871
4. a. 2.44 per square kilometre
b. 6.32 per square mile
5. 75 per cent
6. a. 18 times b. more than 40 times
7. 14 million (14,009,429)
- B. To dramatize Canada's size and uniqueness
- C. 1. scattered 4. growth rate 7. urban
2. population density 5. despite 8. rural
3. declining 6. border
- D. 1. growing 3. growing
2. declining 4. growing
- E. 1. T 4. F 7. T
2. T 5. F 8. F
3. F 6. T
- F. 1. Newfoundland 7. Manitoba
3. Nova Scotia 9. Alberta
5. Quebec 11. N.W.T.
6. Ontario 12. British Columbia

UNIT TWO:

Canadian Inventions

Section I: Pre-reading

- a. Canadian inventions in general
b. The invention of Pablum
- a. A food for babies
b. Three people
c. They wanted to reduce the infant death rate by feeding babies better.
- Basketball (Answers may vary if you can justify them.)

Section II: Reading Comprehension

- | A. INVENTION | INVENTOR(S) | DATE |
|------------------------|----------------------------|------|
| 1. Braille computer | R. Galarneau | 1972 |
| 2. Pablum | Drs. Brown, Drake, Tisdall | 1930 |
| 3. Electron microscope | Dr. J. Hillier & A. Prebus | 1930 |
| 4. Wireless (radio) | G. Marconi | 1901 |
| 5. Basketball | J. Naismith | 1891 |
- B. Cape Breton Island, Nova Scotia
- C. Blind people (the visually handicapped)
- D. 1. Edmonton, Alta. 2. The electron microscope
- E. 1. infant death rate 4. solid 7. sick
2. cereals 5. hard 8. strained
3. vitamin-packed 6. impure
- F. Paragraph I: 5 Paragraph III: 2
Paragraph II: 6 Paragraph IV: 4
- G. 1. T 2. F 3. T 4. F 5. F 6. T 7. T
- H. 1. A lack of vitamins and minerals
2. Pablum has been treated as if it were a perfect food; it is not.
Pablum has been mixed with impure water rather than milk.
- I. (Answers will vary.)
1. You should only use Pablum if it is mixed with good milk.
2. Otherwise, you should give babies strained fruit, vegetables, or meat as their first solid food.

UNIT THREE: The Invention of Kerosene

Section I: Pre-reading

1. a. Dr. Abraham Gesner b. Physician and geologist
2. a. Richard Wanzer b. Hamilton, Ont.
3. The extent to which different light sources were used between 1850 and 1950
4. A photograph of early oil production, an ordinary kerosene lamp, and a Wanzer lamp

Section II: Reading Comprehension

- A. 1. sew 4. solved 7. wick
2. fluid 5. manufacturing 8. stable
3. physician 6. gigantic 9. rack
- B. 1. There was no satisfactory way of providing light in the evenings.
2. Fat, whale oil, seal oil, candles, 'burning fluid'.
3. a. Burning fluid was dangerous; it could explode and cause accidents and fires.
b. The other fuels didn't provide enough light.
- C. 1. Kerosene was invented.
2. Kerosene was patented.
3. The first oil wells were drilled; this made the widespread use of kerosene possible.
- D. 1. The manufacturing of kerosene was the start of today's petrochemical industry.
2. It is used as jet-plane fuel.
- E. The darker parts show periods where the fuel was used very widely. The lighter the bars are, the less the fuel was being used.
- F. (Answers will vary.) Both kerosene and candles can be used as cheap sources of emergency lighting. Candles are also used for mood lighting (for example, to provide a low, romantic light for a dinner party).
- G. 1. winding mechanism 2. wick 3. rack
- H. 1. (Answers may vary.)
- The absence of a chimney meant it needed less cleaning.
 - Because of the fan, it burned efficiently (and brightly).
 - It was not likely to fall over and cause a fire.
 - It could be used for cooking too.
2. (Answers will vary.)

UNIT FOUR: Fiddleheads

Section I: Pre-reading

1. (Answers will vary.) Fiddleheads are wild fern shoots. In Canada they grow mainly in the Atlantic Provinces, Quebec, and Ontario.
2. a, b, d, f, g
3. Three

Section II: Reading Comprehension

- A. 1. delicacy 4. shady 7. ornament
2. seasonal 5. shoot 8. bow
3. tender 6. patch 9. resembling
- B. 1. The young shoots (or fronds) of certain ferns, eaten as a delicacy.
3. A scroll-shaped ornament on a ship's bow resembling the head of a violin
4. (Answers may vary.) Because of the plant's curled-up shape
5. Fresh and frozen
- C. 1. Because 'hunting' is usually used with reference to animals
2. a. In late April or in May
b. In wet, shady, well-wooded areas
3. Their shoots are larger and also a darker green.
- D. 1. Don't cut all the fiddleheads in one patch.
2. So you can come back to the patch in following years
- E. 1. A relatively small pan with a handle
2. To heat a liquid until it bubbles and begins to vaporize
3. To keep a liquid at or just below the boiling point
4. To unfreeze
5. To mix
6. Water in which meat has been boiled, used for soups or sauces
7. The yellow part of an egg
8. Become liquid through heating
9. To scatter lightly
10. Closed box for baking or cooking
- F. 1. Fresh fiddleheads
2. Fresh fiddleheads need to be cleaned and take longer than frozen fiddleheads to cook.
3. Salt, pepper, butter, and lemon juice
- G. 3, 8, 1, 7, 4, 2, 6, 5

UNIT FIVE:

The Oak Island Treasure

Section I: Pre-reading

1. The Oak Island treasure
2. In Mahone Bay on the coast of Nova Scotia
3. a. In 1795
b. In 1849
4. • A cross-cut view of the Money Pit
• A map of Mahone Bay
• Two photographs of old coins
• An old woodcut of Captain Kidd

Section II: Reading Comprehension

- A. 1. buried 5. drill 9. tunnels
2. canoeing 6. connected 10. chest
3. trunk 7. tremendous
4. sunk 8. pits
- B. 1. The type of tree was rare in the area. The tree was covered with marks and figures. One of the tree's branches was cut off.
2. There was a heavy metal ring used to tie up ships nearby. The earth under the cut-off branch had sunk.
- C. 1. Oak and spruce
2. Ten
3. (Answers will vary.) A layer of stones; the tide level; putty and coconut fibre near the platforms; the location of some of the tunnels
- D. 1. The drill brought up some gold.
2. Seawater filled the Money Pit.
- E. With platforms, with a system of pits and tunnels, and finally by flooding with water
- F. 1. Captain Kidd, the English pirate, buried it. The treasure was from the French fort at Louisbourg. Sir Henry Clinton, a British officer during the American revolution, buried the treasure.
2. Captain Kidd did not have enough men or time to bury the treasure so carefully.
3. The French would have had the time and the manpower to do the job. A similar network of pits and tunnels exists on Haiti.
4. The Louisbourg theory and the Sir Henry Clinton theory. Both theories suggest that the treasure was hidden to protect it from capture by the enemy during a war.
- G. 1. F 2. T 3. F 4. T 5. T 6. F
- H. No. Many details seem to be missing. The history of the treasure from 1849 to the present seems to be very abbreviated.

UNIT SIX: Kids and Cars

Section I: Pre-reading

1. a. A general audience addressed as 'you'
b. That the text will supply more information on the safety of children in cars
2. a. • In the car
• How to survive the longer trips
• Never leave your child alone in the car
• Cars are not toys
• Kids and cars in winter
b. (Answers will vary.)

Section II: Reading Comprehension

- A. 1. curb 5. limbs 9. dashboard
2. caution 6. occupied 10. blizzard
3. yelling 7. handy 11. leak
4. collision 8. injured 12. scrape
- B. 1. a. Unless children are belted in, they could be injured in the event of an accident.
b. A mirror on the dash helps you watch over children in the back seat.
2. • Children should enter and leave the car on the curb side only.
• Warn children to open and close doors carefully.
• Don't allow yelling, horseplay, or any other sudden movements in the car.
• Children should be seated at all times in the car and never stand, climb around, or get into the back of a station wagon.
• Never allow children to stick their head or limbs out of the car.
3. (Answers will vary.)
- C. 1. Children may become bored, need frequent bathroom stops, need attention, may make a mess in cars, and may suffer from car sickness.
2. Parents should provide toys and games, stop often, attend to children only after stopping, keep lots of tissues and non-spill cups handy, and keep car-sickness bags on hand.
3. Safety
- D. 1. The writer believes that people should never leave children alone in cars.
2. The writer used to believe that people should avoid leaving children in cars.
3. Injuries to children left alone in cars.
- E. (Answers will vary.)
1. ... never touch a variety of dangerous things in cars.
2. ... never play 'driver' or treat a car as a toy.

- F. 1. • a cartoon showing children making a nuisance of themselves in a car
 • a contrasting photo of children happily occupied in a car
 • a photo of a child's hand reaching for a set of keys
2. The cartoon refers to 'In the car' (3). The first photo refers to 'How to survive the longer trips' (1). The second photo refers directly to the last line of 'Never leave your child alone in the car' and indirectly to the section 'Cars are not toys'.
3. (A variety of answers and opinions may be offered.)
- G. 1. • Keep snowsuits inside the car.
 • Keep extra blankets and food and drinks in the car.
 • Keep the gas tank over half-full.
 • Have the children scrape the windows.
2. • Make sure the exhaust system has no leaks.
 • Buy a two-door car.

UNIT SEVEN:

Canada's Natural Resources

Section I: Pre-reading

- Canada's natural resources
- Minerals, natural gas, hydro-electric power, forest resources, and tar sands
- Electricity
- Chart 1 shows electricity generation by fuel type for Canada as a whole.

Chart 2 shows electricity generation by fuel type in the provinces and territories of Canada.

Diagram 1 is a schematic diagram of a hydro-electric facility.

Section II: Reading Comprehension

- A. 1. ranked first 4. barrels 7. located
 2. currently 5. generation 8. primarily
 3. oil reserves 6. fuel 9. rushes
- B. 1. 4.4 million 4. more than 85 per cent
 2. 21.5 per cent 5. more than 1,560 localities
 3. 197 billion barrels 6. 1979

C.	1. NATURAL RESOURCE(S)	2. POSITION
a.	zinc	first
b.	nickel, potash, asbestos	second
c.	hydro-electricity	second
d.	gold, silver	third
e.	forest resources	third

- D. 1. Quebec 2. Alberta 3. Ontario

- E. 1. Five
 2. James Bay, Que.
 Manicouagan River, Que.
 Columbia River, B.C.
 Peace River, B.C.
 Churchill Falls, Labrador

F.	1	2
a.	The dam	stores water.
b.	The water	flows down a chute and turns the turbine.
c.	The generator rotor	is turned by the turbine and produces electricity.
d.	Power lines	carry electricity to the user.

- G. (X = not enough information)
1. F 2. T
 3. X (The statement is in fact true, as you may know from personal experience, but the text does not say so directly or imply it.)
 4. X (The statement is in fact true, as you may know from personal experience, but the text does not say so directly or imply it.)
 5. X (The statement is in fact false, as you may know from personal experience. Brazil has a greater area of forest than the Soviet Union.)
 6. T 7. T 8. T

UNIT EIGHT:

Anne of Green Gables

Section I: Pre-reading

- b, c, e
- Lucy Maud Montgomery; in 1909
- a. Four: Marilla, Matthew, Mrs. Spencer, and Anne (in the title)
 b. Mrs. Spencer
- Prince Edward Island

Section II: Reading Comprehension

- A. 1. A triangular piece of outside wall between sloping roofs.
 2. The house where Matthew and Marilla live. It has green gables.
- B. 1. odd 5. burst into tears 9. idyllic
 2. amazement 6. flinging 10. translated
 3. wretchedly 7. trembling 11. serialized
 4. last 8. orphan 12. captivate

C. Matthew is a *farmer* who lives with his *sister*. He has just come back from *the station*. He had expected to find a *boy*, but instead he found a *girl*. He decided to *bring the person home*. Marilla is *surprised* when they arrive.

- D. 1. "Matthew Cuthbert, who's that?"
2. "Well, well, there's no need to cry so about it."

- E. 1. (Answers may vary.) Someone who works at the orphanage where Anne has come from
2. Marilla and Matthew wanted a boy, but she sent a girl instead.

- F. 1. stiff, ugly
2. long, red
3. eager, luminous
4. charming, talkative, imaginative, delightful

- G. 1. She is expecting to live with some people who want her.
2. She realizes that they want a boy, not her.
3. She cries noisily (stormily).
4. She charms them and changes their lives for the better.

- H. By calling it idyllic and making us imagine it as having very blue skies and seas, red soil, rich fields, and colourful fishing boats

- I. 1. novel, musical, TV serial, film

- J. 1. That when people think of Canada they think of *Anne of Green Gables* (and vice versa)
2. Niagara Falls, red-coated Mounties, polar bears, and the maple leaf

- K. 1. The word 'tragical' is given as an alternative form in some dictionaries, but it is old-fashioned.
2. (Answers will vary.)

- B. 1. He was suffering from bone cancer.

2. To stop the cancer from spreading

- C. 1. He dreamed it.

2. To raise money for the Cancer Society

3. He trained.

- D. His health began to deteriorate. People began to pay more attention to him.

- E. 1. F. 2. F 3. T 4. F 5. T 6. T

- F. 1. A cold

2. Lung cancer

- G. 1. Just before his death

2. (Answers will vary.)

- H. Thunder Bay was the place where Terry's run stopped, and it is in the middle of Canada.

- I. Even though Terry is dead, people are still inspired by what he did.

- J. (Answers will vary.)

UNIT TEN:

Canada – Apple Country

Section I: Pre-reading

1. Apple growing in Canada

2. The McIntosh apple

3. Five (B.C., Ontario, Quebec, Nova Scotia, New Brunswick)

4. In 1811, on a farm in Dundas County, Ontario

5. • Apple growing areas in Canada

- The percentage of different types of apples grown in 1981

- The quantities and percentage of apples produced in each of the five provinces in 1982

- Information about the different varieties of Canadian apples

Section II: Reading Comprehension

- A. 1. soil 4. expertise 7. cider
2. desert 5. seedlings 8. far and wide
3. simply 6. wild 9. spread

- B. 1. Sunny days and cool nights

2. Suitable soil, expertise

- C. 1. The French Acadians

2. In 1633, in the Annapolis Valley, Nova Scotia

- D. 1. Juicy, crisp, sweet

2. Fresh, dried, in preserves, for desserts, for juice, and for cider

3. All over northern North America

- E. 1. McIntosh, Cortland

2. McIntosh, Red and Golden Delicious

3. McIntosh, Gravenstein

UNIT NINE:

The Terry Fox Story

Section I: Pre-reading

1. (Answers will vary.)

2. a. Port Coquitlam, B.C.

- b. He found that he was suffering from bone cancer.

- c. April 1980

- d. St. John's, Nfld.

- e. Thunder Bay, Ont.

Section II: Reading Comprehension

- A. 1. unveiled 6. catch the national
2. stubborn imagination
3. against overwhelming 7. standing ovation
odds 8. strain
4. goal 9. selflessness
5. thinly populated

- F. 1. Red Delicious, Golden Delicious
 2. Cortland
 3. Golden Delicious, Newton
 4. Northern Spy, Newton, Gravenstein
 5. Gravenstein
 6. Red Delicious
 G. 1. F 2. F 3. T 4. F 5. T 6. T

UNIT ELEVEN: Kidnapped by a Sasquatch

Section I: Pre-reading

1. A Scandinavian lumberjack
 2. 1924
 3. A giant hairy creature
 4. 'Wild man of the woods'

Section II: Reading Comprehension

- A. 1. crazy 4. bounced 7. gather
 2. giant 5. snuff 8. barren
 3. bush 6. occasionally
 B. 1. People thought he was crazy.
 2. A circular valley surrounded by mountains
 3. His eyeballs went round and round in circles.
 4. It was his only opportunity to escape.
 C. 1. Before sunrise
 2. Clues: *When he looked up through the darkness . . .*
At dawn Ostman saw . . .
 D. 1. It stands on two legs. It has a human shape.
 It uses language. It lives in families.
 2. It is much bigger than a human. It is covered with hair.
 E. (X = not enough information)
 1. F 3. F 5. T (by implication) 7. T
 2. X 4. T 6. F (by implication)
 F. Yeti or the Abominable Snowman in the Himalayas;
 Bigfoot in California and Oregon
 G. Lumberjack, guide, logger, trapper (not pilots)
 H. 1. • They leave big footprints.
 • A lot of people claim to have seen them.
 • Food has disappeared.
 • People claim to have been kidnapped.
 2. • A Sasquatch has never been captured.
 • Pilots have never seen them.
 • There is very little food to support them in the areas where they are said to live.

UNIT TWELVE: Back-country Users' Guide

Section I: Pre-reading

1. a. Park visitors
 b. That the text includes tips on the safe use of the park
 2. • Weather
 • Mountain climbing and glacier travel
 • How to treat wild animals in the park
 3. (Answers will vary.)

Section II: Reading Comprehension

- A. 1. Hiking, camping, canoeing, fishing, horseback riding, mountain-climbing, glacier travel
 2. Skiing, snowshoeing
 B. 1. disturb 5. unlawful 9. raingear
 2. nests 6. fee 10. staff
 3. litter 7. sealed
 4. leashed 8. shelters
 C. 1. Regulations 3, 4, and 6
 2. Regulations 1, 2, 3, 5, and 7
 D. (Answers may vary.)
 1. Natural conditions in the park may be damaged.
 2. Litter may accumulate.
 3. Pets and wild animals may harm each other.
 4. Wild animals may become sick and/or injure people.
 5. Lakes and streams may be emptied of fish; people without licences may receive fines.
 6. Guns may kill wildlife and visitors in the park.
 7. Trees may be damaged.
 E. 1. A large mass of snow and ice crashing down a mountain
 2. A condition where one cannot see in a blizzard
 3. Heavily falling snow usually driven by the wind
 4. The temperature made colder by the wind

	ADVICE	SUMMER	WINTER
1.	Wear coloured goggles	No	Yes
2.	Travel in a group	Yes	Yes
3.	Take warm clothing	Yes	Yes
4.	Pack out litter	Yes	Yes
5.	Catch a wild animal	No	No
6.	Listen to the weather	Yes	Yes
7.	Get back before dark	Yes	Yes

- G. (Answers may vary.) Take a map. Plan the trip carefully. Don't try anything too difficult. Wear clothing in layers and take food for emergencies. Stay on established trails and do not travel alone. Check weather conditions.
 H. 1. T 2. F 3. F 4. T 5. F 6. T

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